

# SOURCES

## Annual Conference

Saturday, January 18, 2020  
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 sixth 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 many 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 sixth 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, on January 16, 2021.

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



<b>8:30 – 9:00 am</b>	<b>Registration and Light Breakfast</b> <i>(In Teaching Academy Lobby)</i>
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<b>9:00 – 10:00 am</b>	<b>Welcome and General Session</b>
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K-12	TA117	<p><b>The Way It's Viewed is How It's Pursued: Exploring Perspective and Point of View with Primary Sources from The Library of Congress</b>  <i>Sherry Levitt and Cynthia Szwajkowski - Teaching with Primary Sources – Virginia</i></p> <p><i>The focus of this general session will be on approaches for analyzing primary sources for point of view and how they can provide historical and cultural context. Methods for engaging students in active exploration of real world challenges and problems will be modeled.</i></p>
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<b>10:10 – 11:00 am</b>	<b>Session I Presentations</b>
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Elementary	TA 110	<p><b>A Proud Daughter's Words: Teaching Young Children to Analyze Primary Sources from the Library of Congress Rosa Parks Collection</b>  <i>Ilene Berson, Michael Berson, and Bert Snow - University of South Florida and Snow &amp; Co</i></p> <p><i>The presenters will demonstrate how to use visual images and text from the Library of Congress Rosa Parks Collection to foster critical literacy skills among young learners. Strategies for engaging early elementary grade children with a new KidCitizen episode will be explored.</i></p>
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High	TA 201	<p><b>AI (Arab-Israeli): There's Nothing Artificial About This Conflict</b>  <i>Dori Gerber - Institute for Curriculum Services</i></p> <p><i>The Arab-Israeli conflict is in the news every day and understanding it is critical to being a global citizen. With an emphasis on primary sources, this session addresses the historical foundation of the conflict.</i></p>
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High	TA 303	<p><b>C-Span in the Classroom</b>  <i>Arren Swift - Sam Houston State University</i></p> <p><i>Learn how to use C-SPAN educational resources in your classroom and develop your own content.</i></p>
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K-12	TA 302	<p><b>Gravestones as a Primary Source</b>  <i>Hailee Martin - Lunenburg Middle-High School</i></p> <p><i>Graves teach students a lot about a given time in history. They can show religious trends, illnesses, war, and much more! The presenter will demonstrate this and how graves can also highlight the importance of historic preservation and respectfulness of history.</i></p>
K-12	TA 304	<p><b>Women's Education in the Early Republic: Contextualizing Socio-Cultural Barriers</b>  <i>Kacie Nadeau - Sarasota County Schools</i></p> <p><i>Women's education in the 18th century situates the socio-cultural norms in a new democracy. Examining primary and secondary sources extends the traditional narrative of the plight for women's rights.</i></p>
<b>11:10 am - Noon</b>		<b>Session II Presentations</b>
Elementary/ Middle (5-8)	TA 110	<p><b>Was the Boston Massacre Fake News? Examining multiple perspectives</b>  <i>Jamie Colver and Alivia Colver - Joseph L. Carwise Middle School and R. Bruce Wagner Elementary School</i></p> <p><i>Attendees will carefully analyze the famous Boston Massacre engraving by Paul Revere as well as a variety of additional sources to recognize the value of looking at multiple perspectives of a Historical event.</i></p>
High	TA 117	<p><b>The Longest Hatred: A Look at the History of European Antisemitism</b>  <i>Dori Gerber - Institute for Curriculum Services</i></p> <p><i>Where does antisemitism come from? This is a question that students often ask when learning about the Holocaust. This session utilizes primary sources to explain how antisemitism, "the longest hatred", has developed and shifted over time.</i></p>



<b>11:10 am - Noon</b>		<b>Session II Presentations Continued</b>
High	TA 201	<p><b>Civics and the Census: Why Everybody Counts</b>  <i>Elizabeth Osborn - Indiana University</i></p> <p><i>CENSUS 2020 is quickly approaching! EVERYONE needs to be counted for Congressional representation, local districts, and because these figures are used to distribute a huge quantity of federal dollars and resources to your community. The presenter of this session will introduce digitized primary sources including historic documents, pictures, legislation, infographics, charts, and more!</i></p>
K-12	TA 301	<p><b>The Power of Agentive Women and SOURCES</b>  <i>Tammara Purdin and Carol LaVallee - Florida Council for History Education</i></p> <p><i>The participants will learn how to use the SOURCES Framework for Teaching with Primary and Secondary Sources to engage students in historical thinking, with the focus of the session being on contextualizing and sourcing. The presenters will demonstrate how to navigate the Library of Congress website and how best to utilize the various resources offered there.</i></p>
K-12	TA 304	<p><b>The Power of the Poster: Connecting Lessons to WPA Posters from the Library of Congress Collection</b>  <i>Stormy Vogel - The University of the Arts</i></p> <p><i>Through the use of the Library of Congress digitized images of WPA posters, teachers can learn how to analyze and understand the meaning behind the prints and their significance in U.S. history.</i></p>
<b>Noon - 1:30 pm</b>		<b>LUNCH - On Your Own</b>



<b>1:30 - 2:20 pm</b>		<b>Session III Presentations</b>
High	TA 110	<p><b>Breaking Down Political Cartoons - TACOS</b>  <i>Matthew DeLorenzo - Osceola High School</i></p> <p><i>The presenter will show how to utilize the TACOS framework (T = Title; A = Actions; C = Captions; O = Objects; S = Symbolism) in order to develop a deeper understanding of political cartoons in Social Studies. Participants will be given an opportunity to TACO a political cartoon.</i></p>
High	TA 201	<p><b>First Amendment Project: Civic Literacy through Civil Dialogue</b>  <i>Mike Adams - National Constitution Center</i></p> <p><i>Join the National Constitution Center to discover primary and secondary source teaching resources to help students build and discuss understandings of the origins and changing interpretations of the First Amendment.</i></p>
K-12	TA 301	<p><b>The Power of Images: How Using Historical Photographs Can Help Teachers to Connect with Students' Culture and Heritage</b>  <i>Karen Burgard, Michael Boucher, Jr., and Caroline O'Quinn - Texas A&amp;M University - San Antonio</i></p> <p><i>Session participants will learn to use historical photographs and other primary sources from Library of Congress resources that reflect their students' culture and heritage, working to create culturally relevant classrooms.</i></p>
K-12	TA 302	<p><b>Confronting Stereotypes and Erasure through Indigenous Voices</b>  <i>Ken Carano - Western Oregon University</i></p> <p><i>At the conclusion of this session, participants will be able to create inquiry activities and lessons that incorporate contemporary indigenous voices and primary sources into the curriculum. The ability to identify indigenous literature and resources for curriculum use will be covered.</i></p>
K-12	TA 304	<p><b>Teaching English Learners Using Primary Sources</b>  <i>Rich Cairn - Collaborative for Educational Services</i></p> <p><i>Social studies vocabulary and complex documents can be a challenge for English Learners. See ways that educators can use primary sources to help ELs gain the literacy skills for success!</i></p>



<b>2:30 – 3:20 pm</b>		<b><i>Session IV Presentations</i></b>
Middle	TA 110	<p><b>Zooming in to Primary Sources</b>  <i>Jacie Meyers - Ocean Springs Middle School</i></p> <p><i>The presenter will discuss and demonstrate how to use Zoom-in and Visual Discovery as a unit hook. There will also be examples of ways of using primary sources in centers at the secondary level.</i></p>
K-12	TA 201	<p><b>The La Florida Digital History Initiative: Bringing New Content to Florida Teachers</b>  <i>Rachel Sanderson and Jennifer Jaso - University of South Florida St. Petersburg and Sarasota County Schools</i></p> <p><i>At laflorida.org, digital exhibits incorporate technologically advanced learning materials developed to make primary sources, including include a rich body of colonial-era maps that show Florida, accessible for a broad audience.</i></p>
K-12	TA 301	<p><b>Hands on Ways to Use Visual Sources</b>  <i>Arren Swift - Sam Houston State University</i></p> <p><i>Participants will explore six active learning strategies to explore visual images. The methods presented are designed to allow students to effectively and critically examine images in a variety of ways.</i></p>
High	TA 302	<p><b>Talking About History: Strategies for Sparking Academic Discourse</b>  <i>Rachel Smith - Edgewater High School</i></p> <p><i>Participants will explore research-based strategies, including the Harvard Case Study Method and Socratic seminars, for facilitating academic discourse.</i></p>
High	TA 304	<p><b>Confronting "Hard" History using Primary Sources</b>  <i>Kara Knight and Jennifer Cadwell-Vaughan - Minnesota Historical Society</i></p> <p><i>There are many moments in history that inspire strong emotions. This session digs into how primary sources and culturally relevant pedagogy can help students investigate emotional stories from our past.</i></p>



<b>3:20 - 3:40 pm</b>		<b><i>Refreshment Break - TA 130</i></b>
<b>3:40 - 4:30 pm</b>		<b><i>Session V Presentations</i></b>
Middle	TA 110	<p><b><i>Using Primary Sources in an American History Class to Close the Achievement Gap of the Lower Quartile</i></b>  <i>Deborah Kaiser - Sarasota Middle School</i></p> <p><i>The presenter will demonstrate how educators can increase the learning gains for the lower quartile student by using historical thinking skills, disciplinary literacy strategies, and primary sources to foster student engagement in history.</i></p>
K-12	TA 301	<p><b><i>Seeking the Seminole Indians: Message Reserved in Photographs</i></b>  <i>Laurie Boulden - Warner University</i></p> <p><i>A photograph may or may not reveal something about the subject. How can we know?</i></p>
High	TA 302	<p><b><i>Women and the American Story: Confidence &amp; Crises (1920-1948)</i></b>  <i>Marianne De Padua - New York Historical Society</i></p> <p><i>Explore dynamic sources, traditionally-overlooked stories, and classroom-ready strategies about women's roles in defining what it meant to be an American in 1920-1948, an era of economic, political, and social extremes.</i></p>
K-12	TA 304	<p><b><i>Accessing Inquiry for Students with Disabilities through Primary Sources</i></b>  <i>Rich Cairn - Collaborative for Educational Services</i></p> <p><i>Explore key strategies and practical tools to help students with disabilities (Special Education and others) learn and apply critical thinking skills. Tap free online resources to support instruction.</i></p>



**KidCitizen introduces a new way for young students to engage with history through primary sources.**

In KidCitizen episodes, children interactively explore Congress and civic engagement through historical primary sources, and connect what they find with their daily lives.

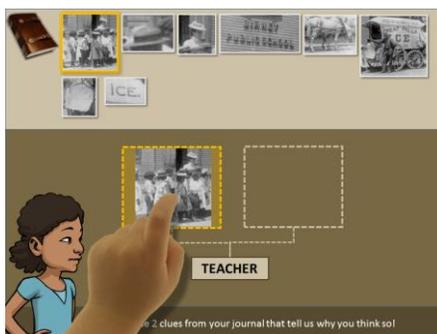
## KIDCITIZEN PEDAGOGY

KidCitizen draws on **primary source analysis strategies** from the Library of Congress

**Teaching with Primary Sources** program. The app's episodes capitalize on the active and social nature of young children's learning, using primary sources for rich demonstrations, interactions, and models of literacy.



**SEE:** With a mentor character, children investigate images in detail using age appropriate techniques and scaffolding. They **zoom in, find, collect, and match** image elements.



**THINK:** While investigating, students collect evidence from images in their journal, then use that to think about what they are seeing – what is happening, and why?



**WONDER:** Students use their journal to **construct** posters, timelines, or other outputs to wonder about connections between what they have found and their own lives.

# KIDCITIZEN EPISODES

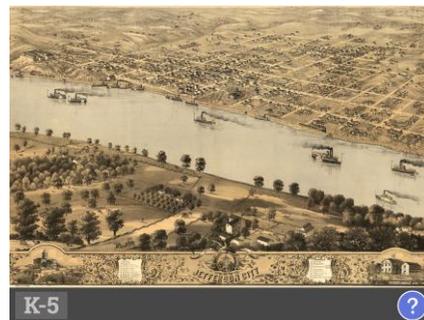
We have added **three new episodes** where K-5 children explore **important primary source skills**.



**A Close Look at the Miyatake Family:**  
Carefully observe a photograph of a Japanese American family interned at Manzanar.



**Rosa Parks: A Proud Daughter:**  
Analyze a greeting card to learn about a family, who they are, and what feelings they were expressing.



**A Bird's Eye View: Wondering with Maps:**  
Explore a map from long ago and begin wondering about the places where people live.

These episodes **join six existing episodes** where K-5 students work with primary source photographs to explore **Civic Engagement and Congress:**



**Primary Sources:**  
In this brief introductory episode, we find out what a primary source is and explore a few examples.



**Community Helpers:**  
Investigate who community helpers are, and how they have changed over time.



**Congress and Child Labor:** Why did Congress pass child labor laws to protect children long ago?



**Snap a Photo: Agent of Change:** How did photographers help convince Congress to pass child labor laws?



**Capture the Flag:** How is the American flag used as a symbol of our nation?



**Welcome to Congress:** Who represents us in Congress and where do they work?

All episodes work on Macs, PCs, Chromebooks, iOS and Android tablets. Access to the episodes is free.

The **KidCitizen Editor** gives you the tools to create new episodes using primary sources you choose.

Choose primary sources that are relevant for your students, then quickly create rich game-based activities and share them instantly. Students can play them on any device; desktops, tablets, Chromebooks, and phones.

Access to the KidCitizen Editor is **FREE** thanks to support from the Library of Congress. The episodes you create are hosted for free on the Muzzy Lane Author cloud platform.



Join teachers using KidCitizen on the **TPS Teachers Network!**

Take advantage of a professional community of teachers using KidCitizen to foster primary source inquiry with young learners. In the KidCitizen Group you can ask questions, find ideas and examples to use with your students, and learn from a community of teachers interested in primary source inquiry.

<https://tpsteachersnetwork.org/kidcitizen>





With *DBQuest*, iCivics expands its collection of digital literacy tools designed to support the skills needed to read and understand complex texts.



## Why *DBQuest*?

- ✓ Carefully curated document sets
- ✓ Models historical thinking
- ✓ Allows for student agency within a guided experience
- ✓ Easily fits into any curriculum
- ✓ Supported with additional classroom resources
- ✓ It's FREE!

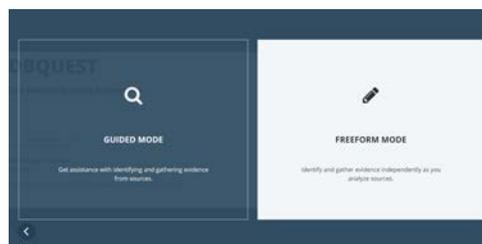
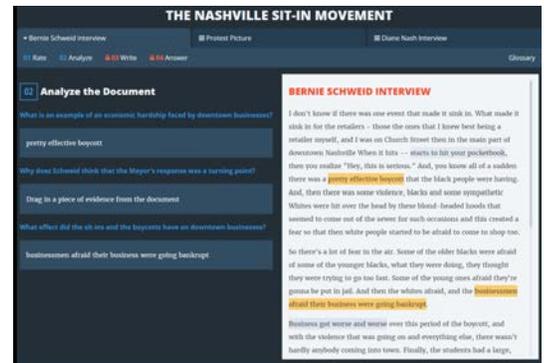
Access on computers, Chromebooks and iPads!

Supported by a grant from the Library of Congress

Dig into primary source material with *DBQuest*, the interactive document analysis tool from iCivics. Whether you're a social studies teacher looking for fun ways to support literacy skills or an ELA teacher interested in digital writing tools, *DBQuest* is for you!

- Address a guiding question as you analyze primary sources
- Target evidence-based reading skills aligned with Common Core
- Analyze a variety of texts, images, and videos
- Engage students with meaningful, real-life issues
- Combine technology and instruction in a blended learning model
- Track student and class progress with MyiCivics

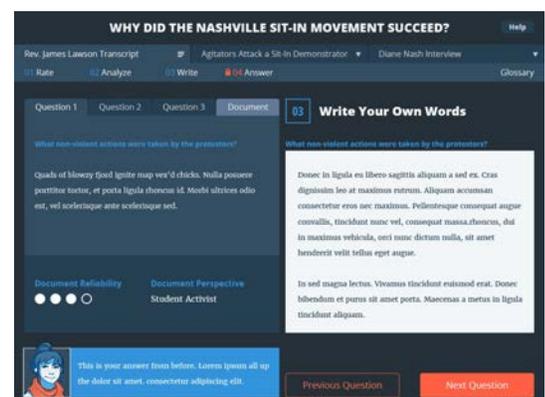
*DBQuest* introduces students to major questions in civics and history. They are given a Big Question to use as a guiding light to examine three selected primary resources. Each document challenges students to dig into the text itself and find the relevant information through document-based supporting questions.



Students and their teachers are able to select between two modes—Guided and Freeform. The Guided experience provides scaffolding throughout the tool, while Freeform offers students the same elements of tool without the additional assistance. Both allow students to produce a thoughtful analysis of the resources provided.

The tool takes students through the same four 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 your own words
4. Summarize your findings as a response to the Big Question





## DBQuest Tutors

Students select a tutor that will act as a guide and resource throughout the project. His or her role will be to draw out the student's thought-process for each source and offer a deeper level of questioning. The student is also able to engage with their virtual tutor for support.

## Teacher Resources

- Teaching Guide & Tips
- Classroom Printables
  - ✓ Anticipation & Reflection Activities
  - ✓ Evidence Guide
  - ✓ Overview Reading
  - ✓ Glossary

## Classroom Use

*DBQuest* will take one to two class periods to complete and can be done in a 1-to-1 computing environment or as a whole class activity.

Civics offers an unlimited supply of the kinds of complex primary and secondary source texts that we want students to be able to read and understand. That makes civics a natural subject matter for ELA classrooms, and puts social studies teachers in an excellent position to support literacy skills.

### Current Modules:



**America's Founding Preambles** Learn how our idea of government evolved from a revolutionary response to monarchy into a unified nation.

**The Louisiana Purchase: Branching Out** Explore the give and take between the Executive and Legislative branches in a deal that doubled the size of the young nation.

**The Constitution's Cover Letter** Part background, part persuasion, Washington's cover letter provides a behind-the-scenes look at how a new government came to be designed.

**The Nashville Sit-Ins** What makes a movement successful? The people? The actions? The outcome? Students find out that answering this question is more involved than it may seem.



### COMING SOON! 6 new modules...

**Broken Promises, Broken Treaties** Learn about the history of treaties between the United States and Native American tribes and the removal of Native Americans from their land during the period of Westward Expansion.

**Executive Orders—The Force of Law** Learn about the constitutional and legal basis for executive orders, their impact, and the fallout that can attend them.



**From the Desk of... Alexander Hamilton** Engage with Hamilton's private papers dealing with the establishment of the National Bank.

**Lincoln's Documents** Engage with the words of President Abraham Lincoln and their impact on American history.

**Making the 19th Amendment** Learn how the 19th Amendment, which granted women the right to vote, came to be.

**What About Washington, D.C.?** Explore the documents that tell the story of how the nation's capital was created, how it is different from the 50 states, and why.

## But wait... there's more!

**Educator Supports** Each module comes with a full set of teacher and student materials including: user guide for teachers, glossary, document guide, anticipation and review activities, and extension ideas.



**Bite-sized PD Videos** These resources for teaching with primary sources and using *DBQuest* will be available in late Fall 2018. iCivics also offers a range of teacher supports to help educators make the most of the broader suite of iCivics resources. Check out our Facebook page and newsletter for opportunities!

# EAGLE EYE CITIZEN

Solve and create American history and civics challenges to explore  
Library of Congress primary sources—and learn more!

**3** Challenge types  
to solve or create



**Time After Time**  
*Sequencing, periodization*



**Big Picture**  
*Sourcing, close reading*



**Sort It Out**  
*Central ideas, chronology,  
contextualization*

Curated Collection  
of over

**300**

Maps ★ Photos ★ Documents  
Political Cartoons ★ Videos ★ Audio

## 5 themes



LEGISLATIVE BRANCH



CONSTITUTION



CIVIL RIGHTS



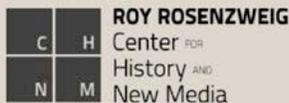
CITIZENSHIP



ELECTIONS

[EagleEyeCitizen.org](http://EagleEyeCitizen.org)

Produced by



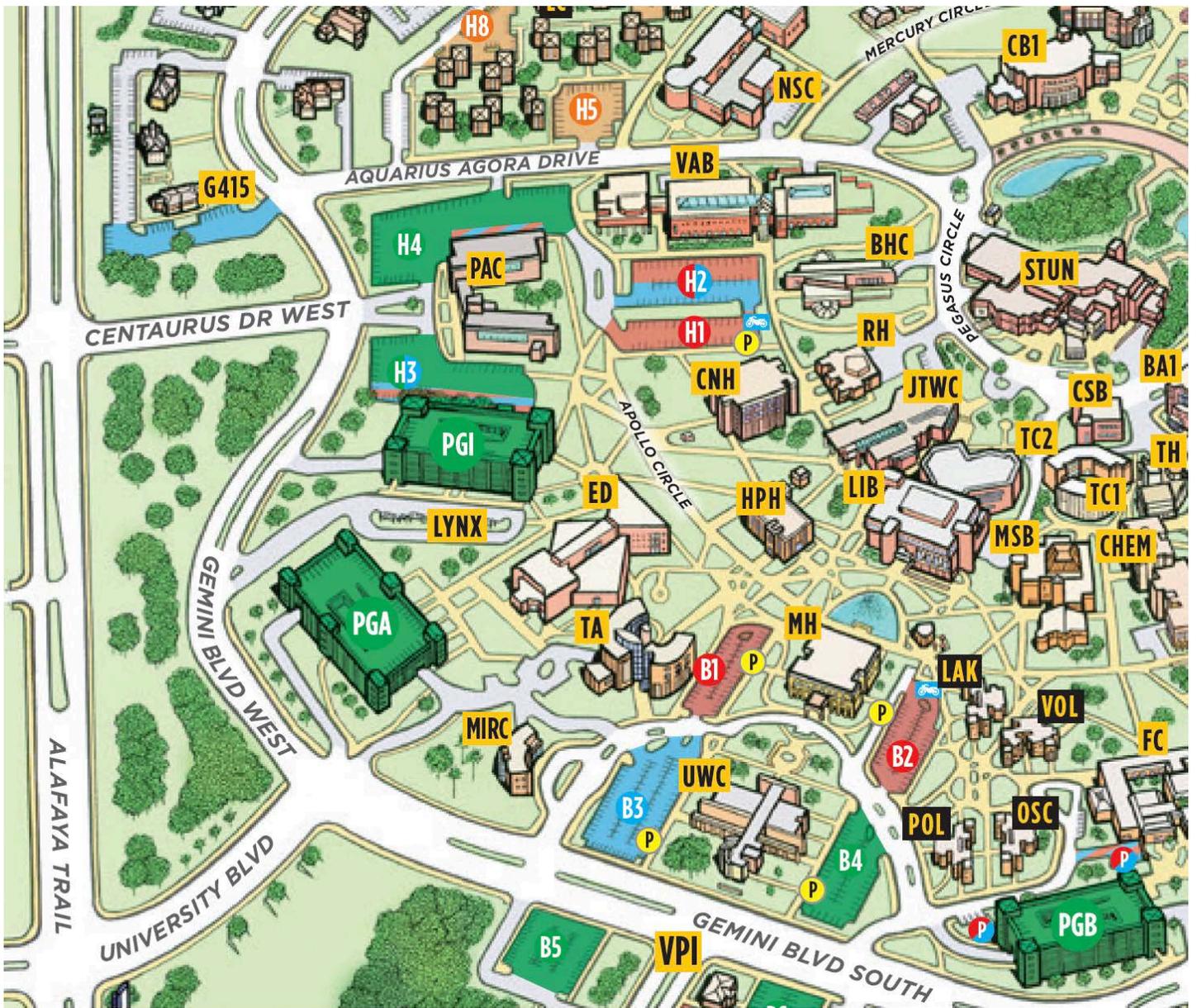
**ROY ROSENZWEIG**  
Center FOR  
History AND  
New Media

Supported by a grant from the Library of Congress

In partnership with



## Campus Map

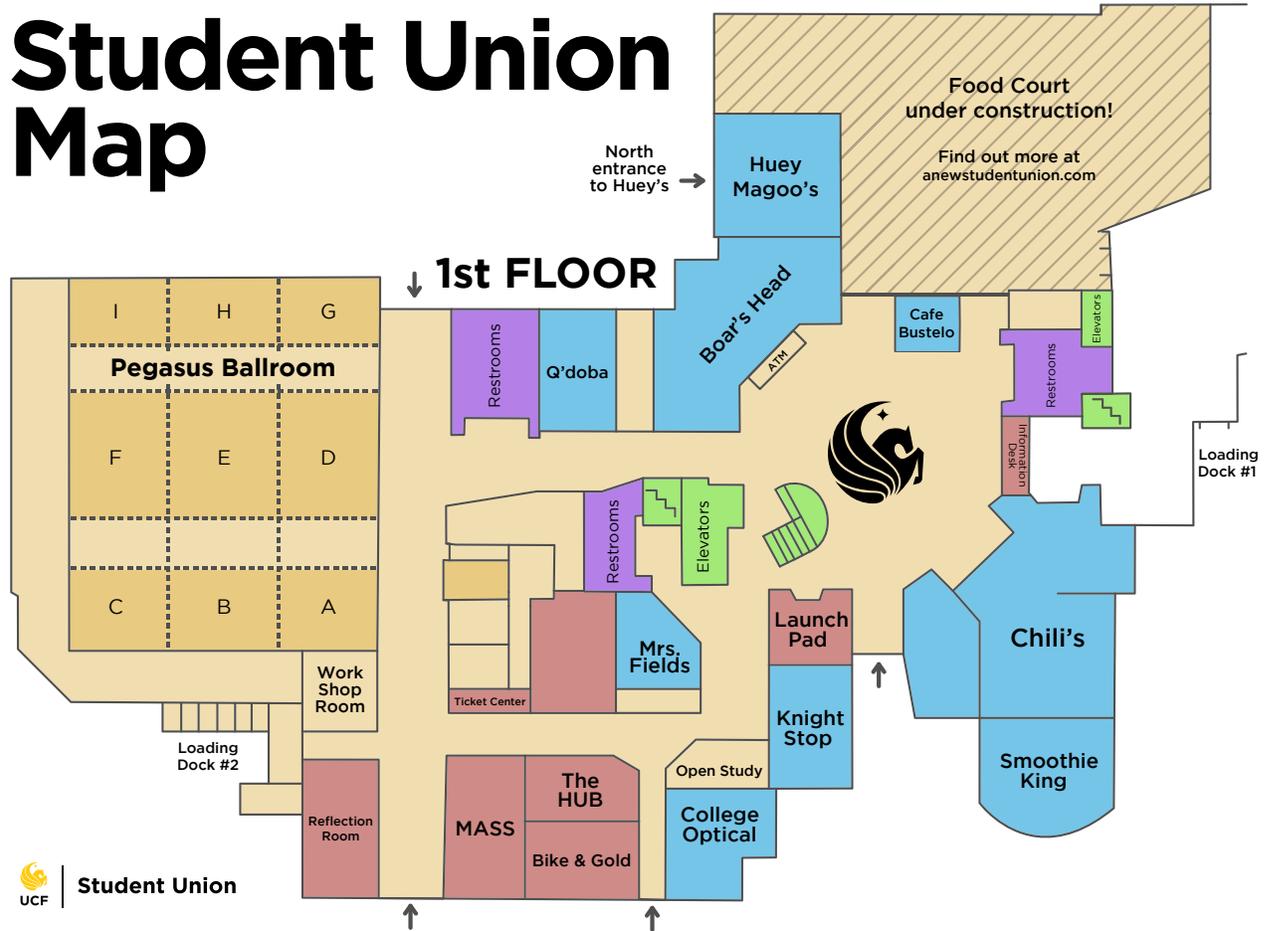


PGA – Parking Garage A  
TA – Teaching Academy  
JTWC – John T. Washington Center  
STUN – Student Union

## 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):

# Student Union Map



### Open in the Student Union

Café Bustelo	Panda Express (Open in the Food Court)
Huey Magoo's (Open in the Food Court)	Qdoba
Knightstop & Sushi	Smoothie King

Also, there is a Chick-fil-A just outside of the Student Union in the John T. Washington Center Breezeway (JTWC on the campus map).

Thank you to our sponsors and partners!



UNIVERSITY OF  
CENTRAL FLORIDA

**TPS** **TEACHING WITH  
PRIMARY SOURCES**  
LIBRARY OF CONGRESS



Save the Date

We are thrilled to announce that the  
**7<sup>th</sup> SOURCES Annual Conference**  
will be held on  
**Saturday, January 16, 2021**  
at the University of Central Florida.