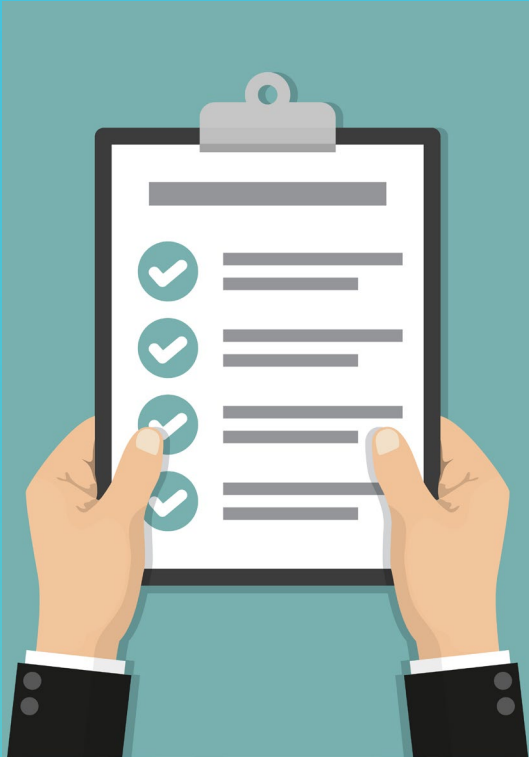


XanEdu

Welcome to:
**Using Primary Sources to Connect
Students to Local History**

March 16, 2022



- Introductions
- A bit about XanEdu
- Connie Session
- Duval County Public Schools and Primary Sources
- Q&A

Your Hosts



Connie Williams – National Board-Certified
Teacher Librarian



Chris Posa – Marketing Director, K-12

LessonLift

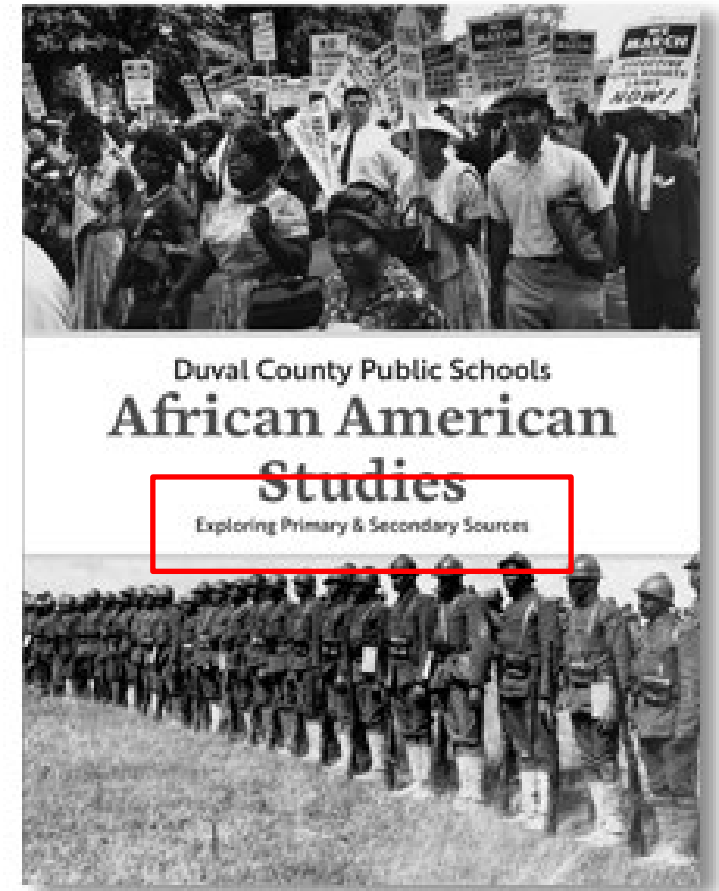
- **Fill gaps** left by traditional textbooks and/or new mandates
 - Unit requirements
- **Address district-level goals** and initiatives
 - More culturally responsive materials
 - Reflective of the community/student pop
- **Personalize learning**, making it more relevant and meaningful
 - Integrate state and local history



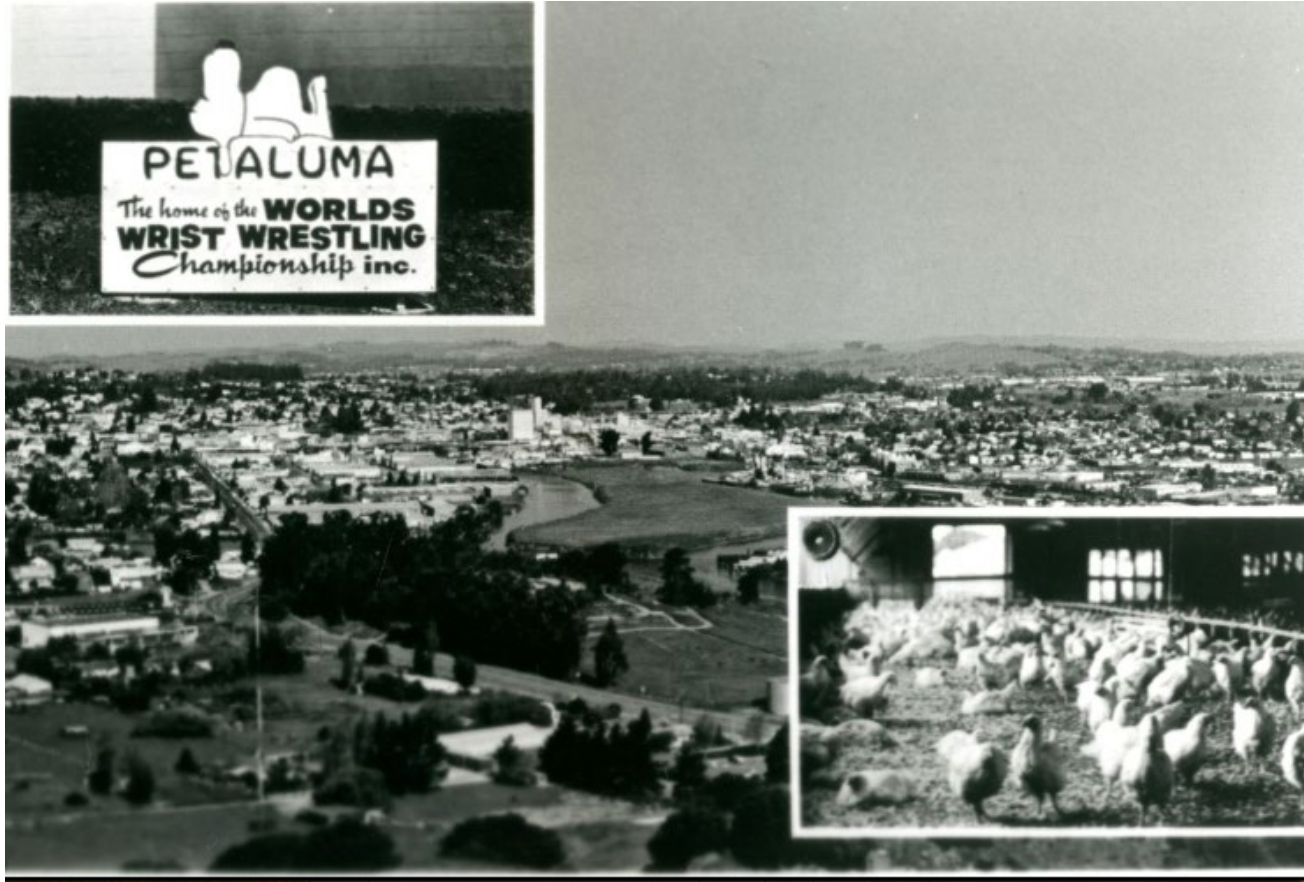
Custom: Let Us Do the Heavy Lifting



- Client-driven project initiatives
- Complete control: content, quality and costs
- Full course development available
- Team of seasoned education experts:
 - instructional designers, curriculum specialists, historians, archivists, and subject matter experts
- Dedicated project management, proven processes



Using local primary sources to connect students to local history



<https://digital.sonomalibrary.org/Documents/Detail/petaluma-the-home-of-the-worlds-wrist-wrestling-championship-incorporated/74820>

Photo: Snpoma County Library photo no. 013657

Using local history as a jumping-off point for historical, geographical, and cultural investigations opens the doors to student engagement and inspires further exploration.

Through the lens of local news, images, oral histories, written histories, and artifacts, students can better put into context the issues that they see around them every day and learn to analyze their place in larger events.

Connie Williams

NBCTeacher Librarian

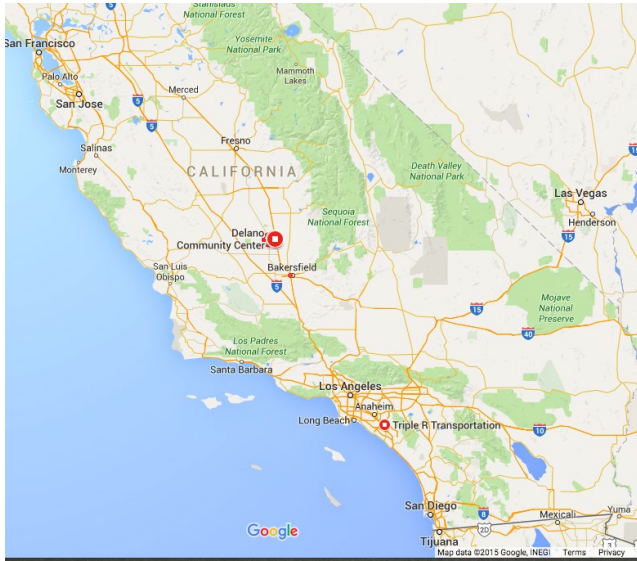
chwms@mac.com

Primary Sources Starter Pack:

chwms.libguides.com

My town: the egg basket of the world: 1920s – 30s

Primary documents set us in a place



Delano, CA: Google Maps



Farmworkers use short handed hoes, el cortito (the short one),
*Walter P. Reuther Library, Archives of Labor & Urban Affairs,
Wayne State University (nps.gov) Cesar Chavez National
Monument.*



Pickers show support for the United Farm Workers ongoing grape and lettuce boycotts.

Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University.

Images bring the story home



[AP Photo]

"Mexican migrant workers employed under Bracero Program."
 Photos/Illustrations. AP Photo. The American Mosaic: The Latino American
 Experience. ABC-CLIO, 2015. Web. 29 Sept. 2015



<http://www.cetfund.org/node/1452>

Cesar Chavez, left, and Larry Itliong in 1966 with the A.F.L.-C.I.O. charter granted to the
 United Farm Workers Organizing Committee. leroychatfield.us

Wichita Store Owners Balk On Stopping Grapes' Sales

By JERRY V. WILLIAMS
Beacon Business Writer

Several Wichita independent grocers Thursday took a wait-and-see attitude before they will commit themselves to support or not support a California grape-pickers' strike.

One grocer said if he had to make a decision "right now," he probably would flip a coin.

The businessmen were contacted after a group of Wichita residents . . . called Friends of Cesar Chavez and the Farm Workers . . . said they would request the grocers not to sell the grapes until the strike is settled.

Richard Parra, 206 E. 18th St., spokesman for the Wichita group, said a boycott of the grapes is not effective if they are sold because California growers are replacing striking workers with "cheap labor from Mexico."

ALTHOUGH GRAPE-PICKERS have been striking for three years, the grape boycott was started only three months ago, Parra said, and growers claim the action has cost them \$25 million.

Mayors of New York City, Kansas City, Mo., and Kansas City, Kan., have cooperated with the movement and the two Kansas City mayors have even gotten resolutions passed asking their citizens not to buy the grapes.

Parra said the grape-pickers and other farm workers must be included

Judge Holds Sign Fails to Tell Lie

UXBRIDGE, England (UPI) — The sign in the ice cream shop said "please help yourself."

Herbert Binding asked a clerk behind the counter if the sign meant what it said, was told that it did, then walked out with 27 cents worth of ice cream without paying.

He was charged with stealing, but Thursday a judge dismissed the case.

in the National Labor Relations Act "so they can at least make a minimum wage."

THE FIRST GROCER contacted, Leslie Bleier, president of Bleier's IGA Foodliner, 2559 S. Seneca, said he sympathized with the grape-pickers but could see the growers' side, too.

"If I had to make a decision right now," Bleier said, "I probably would flip a coin. I'd have to balance it out to see how serious it was, but I don't think it would hurt my business if I did quit selling them."

Gary Dennison, manager of Mr. D's IGA Stores, said he wouldn't want to make a decision this early.

John Eby, manager of Landrum's Market Inc., 3109 E. Douglas, said he didn't think he would quit selling the grapes if requested to do so.

He added, however, he "could change" his mind if enough people insisted upon it.

RANDALL PIERCE, owner of Pierce's Thriftway, 2427 W. Pawnee, said he probably would "if the majority of my competition did. But if they didn't, I wouldn't."

Fred Farha, owner of Farha's Village Food Mart, 5401 E. Harry, said he doubted if he would discontinue sales of grapes.

"The consumer would be the judge, though," Farha pointed out. "If the consumer didn't buy them, that would make our decision for us."

Ed Larcher, manager of Larcher's Food Store, 2929 E. Central, said he would rather not comment.

Managers for several local super-market chains said any decision not to sell the California grapes would have to come from head offices located in other cities.

PARRA SAID more than 800 information letters will be mailed out to Wichita residents seeking support for the grape strike.

"We think something must be done in Wichita to help the pickers," he said, and added: "We're appealing to Wichitans to stop buying California grapes."

All History is Local

Using local historical newspapers from our local areas allows us to catalog perspectives and shows us how events affect us – even if we're far away. From the original action.

Local Group Is Supporting Grape Strike

A local group supporting a migrant workers' strike in California today urged Greater Miamians to stop buying grapes.

Robert Scott Kaufman, an attorney, is chairman of the Miami-based Florida Friends of the Farmworker. The group is trying to drum up support for the fieldhands in their strike against California grape growers.

Headquarters for the Florida Friends of the Farmworker is the center for Dialogue, 2175 NW 26th St.

Miami News: Sept 6, 1968

Grape Strike Could Affect All U.S. Farm Areas

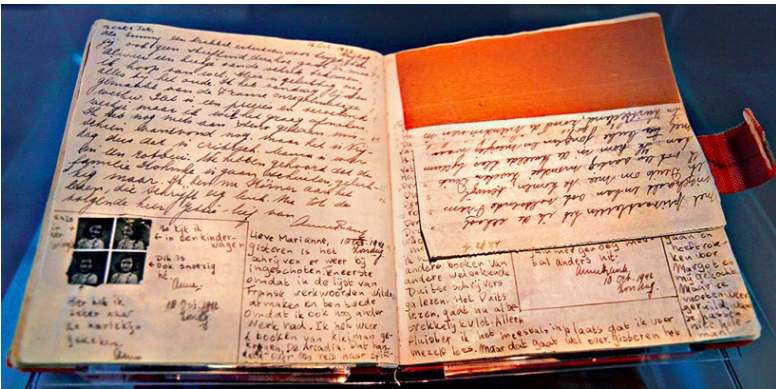
Wichita Beacon: Sept 27, 1968

Pensacola News: June 6, 1966

What is a primary source?

Primary sources are the *stuff* we use every day...and from which history is surmised.

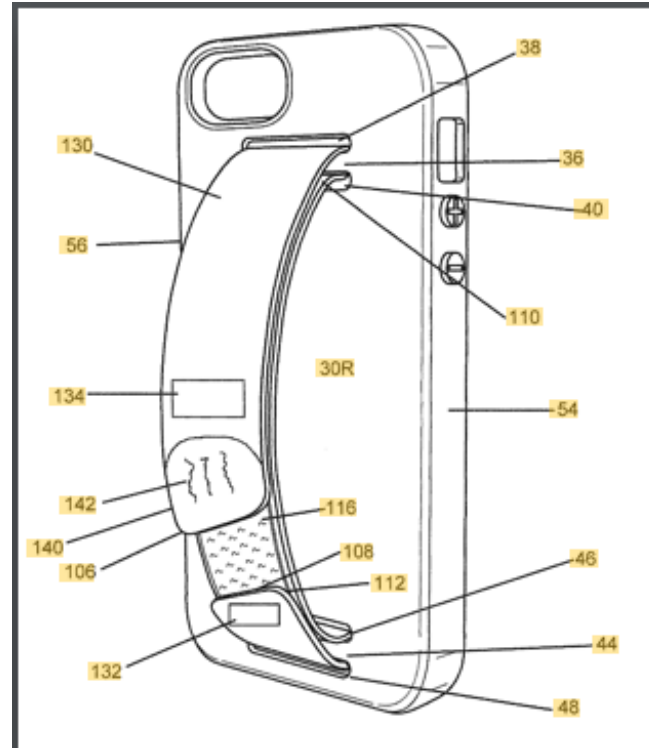
They are original resources created at the time *under study*.



Anne Frank Diary
<https://www.telegraphindia.com/culture/books/anne-frank-s-diary-has-a-lasting-and-historical-impact/cid/1691920>



<https://www.loc.gov/resource/cph.3a13742/>



<https://patents.google.com/?q=cell+phone&oq=cell+phone>

I WAS THERE

Secondary sources interpret the past and analyze primary sources

NoodleTools



I WASN'T THERE *but:*

I spoke with—or read about – someone who was.



Earthquake Oct 17, 1989

Items written as secondary sources (i.e. newspapers) become primary sources when researchers study them as a product of their time.

SCHOLARLY SOURCES:

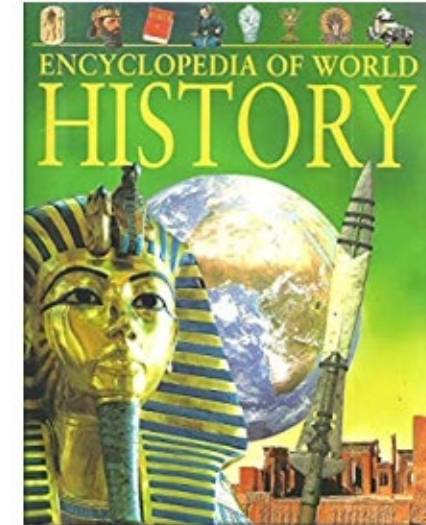
We studied primary sources to understand what happened, and derived conclusions from that study. (peer reviewed journals)

Tertiary sources are distillations and indexes of primary and secondary sources

NoodleTools.com



<https://pixabay.com/photos/books-library-row-old-training-3809596/>



WE STUDIED THIS EVENT

and compiled information about it that places it in a larger context.

Encyclopedias, databases, textbooks

Introduce the information cycle

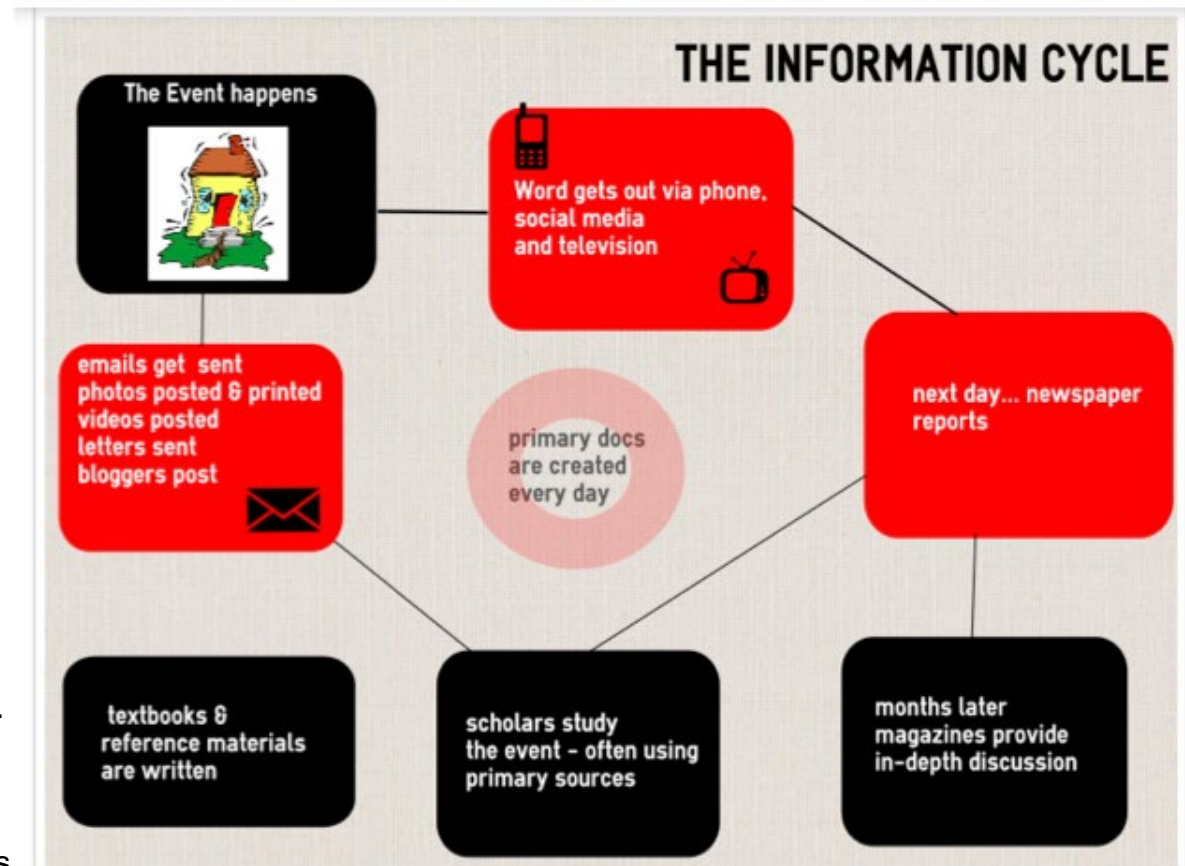
*Analyze the relationship between a **primary** and secondary source on the same topic*

Assignment:

create
the info cycle for the
Fairy tale of your
Choice.
Include all the tweets,
Phone calls, headlines
etc.

Write one secondary
Source article

Each element must be
presented in the
format used: blog,
magazine, etc. as you
progress through the cycle.



Thank you, Ann Wick for sharing this idea

TEACHING POINT

Primary
or
Secondary?

In the chat ...



THE WEDDING OF POCAHONTAS.

With John Rolfe

About This Item

Obtaining Copies

Access to Original

Title: The marriage of Pocahontas, from the original picture in the possession of the publisher

Creator(s): [McRae, John C.](#), engraver

Related Names:

[Brueckner, Henry](#), artist

Date Created/Published: New York : John C. McRae, c1855
(N.Y. : H. Peters)

Medium: 1 print : engraving.

Reproduction Number: LC-DIG-ppmsca-09308 (digital file from original print) LC-USZ62-5242 (b&w film copy neg.)

Rights Advisory: No known restrictions on publication.

Call Number: PGA - McRae--Marriage of Pocahontas ... (E size)
[P&P]

Repository: Library of Congress Prints and Photographs Division
Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

Notes:

- Title from item.
- Painted by Henry Brueckner.
- Painter Henry Brueckner imagined the 1616 wedding between the Englishman John Rolfe and the Powhatan Pocahontas. Presiding over the wedding is Alexander Whitaker, who was not actually at the ceremony, being the minister at Henrico. Standing to the right of Rolfe, between two Englishmen, is Opachisco, Chief Powhatan's brother, who was sent as his emissary to attend the wedding, as described in the papers of John Smith. Two of Chief Powhatan's sons are seated at the bench on the right. Sir Thomas Gates, the former governor of the colony, seated at right, had returned to England prior to the wedding. Brueckner also places Rolfe's deceased wife in the image, directly below the minister.

Subjects:

- [Pocahontas,---1617.](#)
- [Rolfe, John,--1585-1622.](#)
- [Powhatan Indians--1610-1620.](#)
- [Weddings--1610-1620.](#)

Format:

- [Engravings--1850-1860.](#)

Collections:

- [Popular Graphic Arts](#)

Bookmark This Record:

<https://www.loc.gov/pictures/item/2003671538/>

View the [MARC Record](#) for this item.

THEY ALL REQUIRE:

Question building
Skills building
Analysis
Active participation

C3 Social Studies Framework



Next Gen Science



Let's talk STANDARDS

Common Core /



National School Library Standards



*They also require **primary sources**:*

Determine the central ideas or information of **a primary or secondary** source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Analyze the relationship between **historical sources** and the **secondary interpretations** made from them.

Analyze the relationship between a **primary and secondary source** on the same topic.

Cite specific textual evidence to support analysis of **primary and secondary sources**, connecting insights gained from specific details to an understanding of the text as a whole.

Determine the central ideas or information of **a primary or secondary source**; provide an accurate summary that makes clear the relationships among the key details and ideas.

Analyze documents of **historical and literary significance** for their themes, purposes, and rhetorical features.

Integrate information from diverse sources, both **primary and secondary**, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grade 5: 13D: identify **primary and secondary sources**;

EXAMPLE:

Texas, TEKS

Actions to be taken:

Explain
Describe
Identify
Define
Compare
Understand

Grade 8:

Describe various evidence
of the same time period
using primary sources....



<https://texashistory.unt.edu/ark:/67531/metaph192687/m1/1/>
University of North Texas Library Collections

Government Information v. Primary Sources

Government Information is: “informational matter which is published as an individual document at government expense or a required by law”

If the document, image, or artifact was created at the time of the event then it is considered a primary source.

The government also creates many items that are written *about* events, after they happen; think: reports, studies, bulletins, etc.

Bill Texts received today:

[Congressional Bills 117th Congress]
[From the U.S. Government Publishing Office]
[H.R. 3 Introduced in House (IH)]

<DOC>

117th CONGRESS
1st Session

H. R. 3

To establish a fair price negotiation program, protect the Medicare program from excessive price increases, and establish an out-of-pocket maximum for Medicare part D enrollees, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

April 22, 2021

Mr. Pallone (for himself, Mr. Neal, and Mr. Scott of Virginia) introduced the following bill; which was referred to the Committee on Energy and Commerce, and in addition to the Committees on Ways and Means, Education and Labor, Oversight and Reform, and Veterans' Affairs, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

Some differences in how Libraries and Archives are organized

ARCHIVE

Organized in broad collections often based on source or origin.

can be organized by the creators and/or owners of the collection and in the order that they obtained the material

knowing historical and/or governmental context is important and can help locate specific documents

Cataloged by collections they are often discovered with the help of FINDING AIDS that may list items found within the specific collection.

Materials owned are often unique and usually unpublished

LIBRARY

Organized by a subject based system

most famous: Library of Congress, Dewey Decimal System

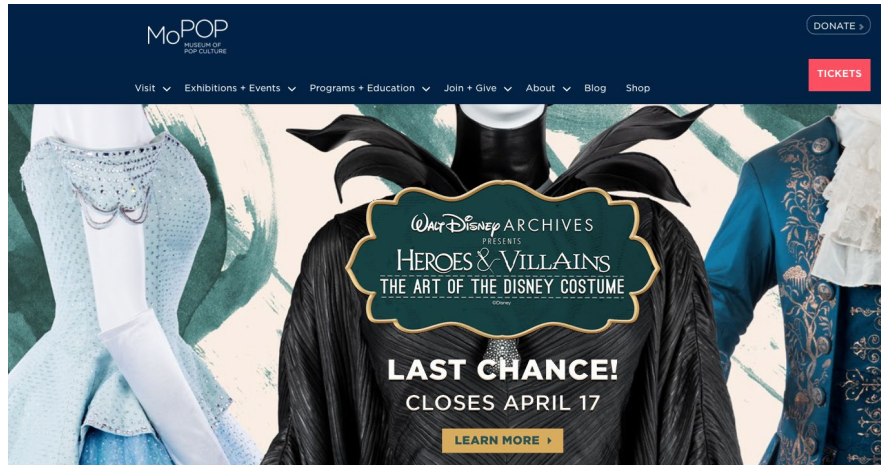
Within a subject branch, librarians organize by a number and/or alphabetical system regardless of material origin, ownership, or source.

Cataloged at an individual level and discovered using the CATALOG [usually by subject, title, author, or keyword]

May contain unique items but usually collects published materials. Think: special collections, etc.

Driving question:

“Which agency or institution might have the kind of document I need?”



Museum of Pop Culture: Seattle
<https://www.mopop.org>

Begin by critically examining the kinds of information you want and imagining what kind of institution might house that sort of document.

Make it local: How are the ideas, artifacts, history of this subject played out In my community?

Leverage your Browser

*Check to see how
your state domains
work:*

Library.ca.gov
Agri.ohio.gov

.gov

.edu

.nasa.gov

.senate

.house.gov

.usda.gov

.DPLA.org

mopop.org

.org

docsteach.org

.gilderlehrman

.si.edu

.nih.gov

eudocs.lib.byu.edu

archive.org

<https://jaxpubliclibrary.org>

Searching in/with Government sites

1. SITE search:

EXAMPLE: "dust bowl" South Dakota
site:.gov

2. PRIMARY SOURCE as search term

EXAMPLE: dust bowl California primary source

These 9 Photos From South Dakota's Dust Bowl Will Break Your Heart

They called it the Dust Bowl and the Dirty Thirties, and it was a hard, hard time to be alive in South Dakota.

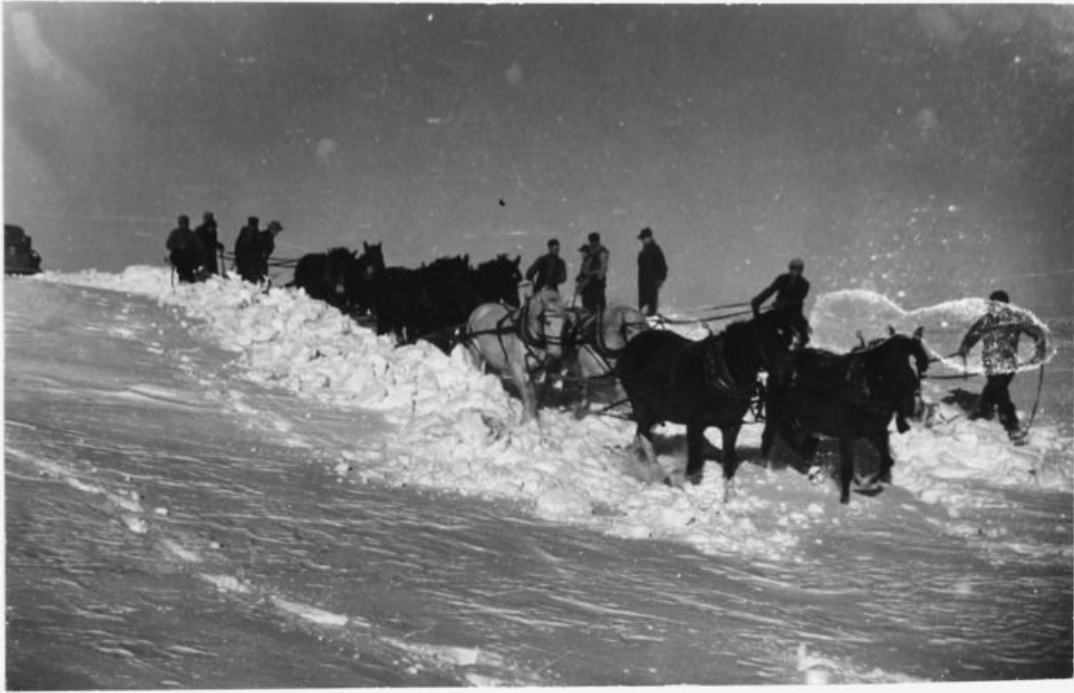
Note: this site: ONLY IN OUR STATE uses Library of Congress and NARA photos. Excellent jumpstart into their site for more local information.

Once you are in the website – *use their search tools*

<https://www.kennedy-center.org> › literary-arts › chapters

Part IV: The Dust Bowl Migrants The displaced move west

"At this season of the year, when California's great crops are coming ... What were the primary modes of travel for the migrants going from east to west?"



<https://www.onlyinyourstate.com/south-dakota/photos-great-depression-sd/>

A team of horses attempting to pull a school bus out of the snow, Allen, SD, 1941

University of S. Dakota Special Collections – local History

About the Chilson Collection

The Herman P. Chilson Collection includes books, journals, maps, pamphlets, and print materials relating to local histories, South Dakota history, Native American cultures, and United States western expansion. Rare books by national and international authors are held in the Chilson Collection as well. Among the items in the Chilson Collection are books in the **Norwegian language**, **Lakota** and **Dakota dictionaries**, and one of the first **translations of the Bible into the Dakota language by Stephen Return Riggs**. Included are first edition works by South Dakota authors such as **Ole Rolvaag**, Native American authors such as **Vine Deloria, Jr.** and regional authors such as **Willa Cather** and **John G. Neihardt**. There are extensive materials on **General George Custer and the Battle of Little Bighorn** as well as both historical events at **Wounded Knee**.

Search for the Chilson Collection in the University Libraries Online Catalog:

Go to the [Advanced](#) Search for more catalog search options.

Refine your search by limiting the location to Chilson.

TEACHING WITH THE
LIBRARY OF CONGRESS



THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY



And yet... find local history there -

Sanborn maps: LOC.gov

MAP
Sanborn Fire Insurance Map from Abilene, Taylor County, Texas.

[« About this Item](#)

Results: 1-4 of 4

View

Gallery

Go



Image 1 of Sanborn Fire Insurance Map from Abilene, Taylor County, Texas.



Image 2 of Sanborn Fire Insurance Map from Abilene, Taylor County, Texas.



Image 3 of Sanborn Fire Insurance Map from Abilene, Taylor County, Texas.




Image 4 of Sanborn Fire Insurance Map from Abilene, Taylor County, Texas.

1

Results per page 40

Go



Ann Arbor History

Updated	05/25/12
Owner	support
Number of items	30

History and development of the Ann Arbor Community.

Hathi Trust

National Register of Historic Places

The National Register of Historic Places is the official list of the Nation's historic places worthy of preservation. Authorized by the National Historic Preservation Act of 1966, the National Park Service's National Register of Historic Places is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect America's historic and archeological

What’s in your neighborhood?
National Park Service: nps.gov

COLLECTIONS



COLLECTION **World Digital Library**

About this Collection

[Collection Items](#)



Two hidden gems:

Presidential Libraries

https://www.archives.gov/presidential-libraries



[National Archives]

Speeches

Richard Nixon: Vietnam War speech (1969)

Search Presidential Libraries Websites

Use these searches to find information on any of the Presidential Libraries websites. You can also search the Presidential Libraries section of our website.

- 1. Check the box next to the library or libraries you wish to search.
- 2. Enter search terms to narrow your search.

Sites to Search:

- ☐ George Bush
- ☐ George W. Bush
- ☐ Jimmy Carter
- ☐ William J Clinton
- ☐ Dwight D. Eisenhower
- ☐ Gerald R. Ford
- ☐ Herbert Hoover
- ☐ Lyndon Baines Johnson
- ☒ John F. Kennedy
- ☒ Richard M. Nixon
- ☐ Ronald Reagan
- ☐ Franklin D. Roosevelt
- ☐ Harry S.Truman

Search Terms

vietnam

Search

National Park Service

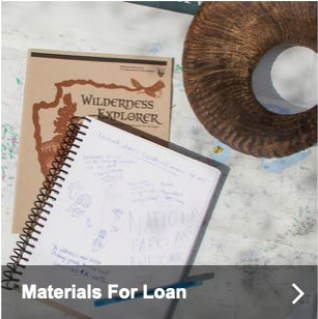
nps.gov

MORE EDUCATION MATERIALS



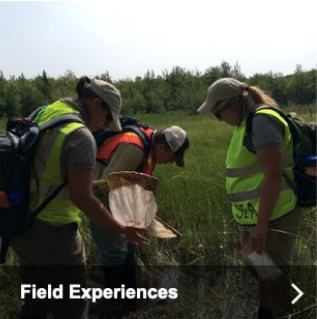
Distance Learning

Take your students on a "virtual field trip" where they can talk with a ranger or go behind the scenes at a park...



Materials For Loan

Want to borrow some educational materials from a park? Check out a traveling trunk or other media for loan



Field Experiences

Find information about Field Trips and Field Schools here.

Archaeology: Ancient People of the Badlands

Badlands National Park

What is archaeology?

Archaeology is the study of past human life. Since the ancient inhabitants of the Badlands are not around to tell their story, archaeologists must reconstruct their lives using the objects and materials that remain. Despite the difficulties of living in such harsh and unforgiving terrain, the earlier inhabitants of this land left behind a rich collection of evidence in Badlands National Park.



Objects like these worked stones tell archaeologists about the past humans that have lived in an area.

NPS Photo

CITATION = organization

Bell, Alexander Graham. *Alexander Graham Bell's Design Sketch of the Telephone*. 1876. American Memory. LOC, Washington, D.C. *Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years*. Web. 24 Aug. 2012. <<http://memory.loc.gov/cgi-bin/query>>.

Citation helps us find
our stuff later

‘Works Cited’ helps us organize
our sources

Citation helps us identify what *kind* of
Source we have in hand

Who is the
audience?

SPECIAL COLLECTIONS



<http://www.loc.gov/pictures/item/99613787>

Assignment idea:

Using the diary entries from our documents in hand, answer the following question with evidence:

“How can I prove that it was worth it to take the trip west for this person?”

State libraries. Search: <state> online digital libraries



Historical societies

search: <location> historical society

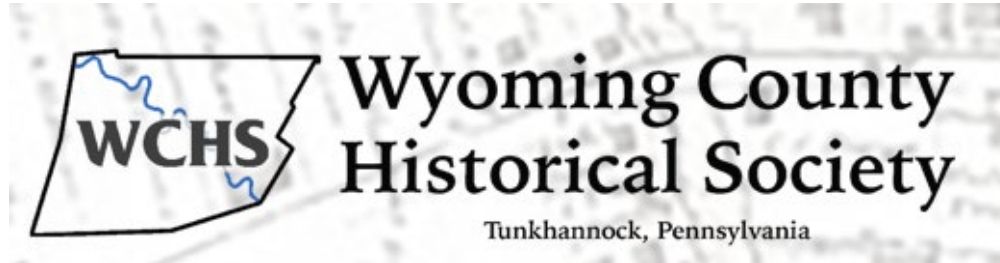
<state, county, city, town, specialty topic>



Oklahoma Historical Society
collect, preserve, share



OKLAHOMA
HISTORY
CENTER



Carbon County Historical Society & Museum

@carboncountyhistory · History Museum

YOUR
STORIES
OUR
HISTORY

KANSAS
HISTORICAL
SOCIETY

MUSEUMS
cemeteries, railroads,
art, music

**THE DUBOIS
MUSEUM**

**THE PIONEER
MUSEUM IN
LANDER**

**THE RIVERTON
MUSEUM**

**TRAILBLAZER
MEMBERSHIP**

Absaroka County and environs
museums

BLACKPAST



Museum of North Texas History

Indigenous Peoples Museum Network



OK Heartland of America
Museum

PUBLIC LIBRARIES



*San Francisco
Public Library*

**Book Arts & Special Collections - 6th
Floor**

Access Resources

Reference Services

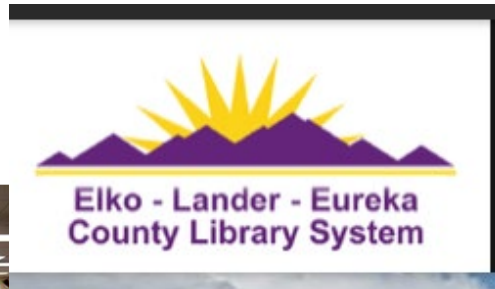
The Reference Department is located in the Elko County Library. Reference staff provides information and research services for patrons throughout the library system's three-county service area.

Assistance is available in person, via our [Ask a Librarian Form](#), or over the phone. The Reference Department has resources in print, on the web, and through a variety of subscription [databases](#).

Reference Collections, Resources & Services

- Dictionaries
- Encyclopedias
- Internet Access
- [Law Library](#)
- Local and Area Newspapers
- Local and Regional Phonebooks
- Magazines
- Maps and Atlases
- Microfilm Collection
- Mining Collection
- Nevada Collection
- Pamphlets and Postings
- State Documents
- [Tax Forms](#)
- Value Line Reports
- Vertical Files

Also, see the [Resources on the Web page](#) for resources such as city and county codes, local law help, and job assistance. Other generally helpful websites can be found there, as well.



UNIVERSITIES

Use the power of librarians

<topic>primary
sources libguides

AMERICAN HERITAGE CENTER



VIRTUAL RESOURCE HUB

Our [Virtual Resource Hub](#) enables researchers to receive a personalized service that allows them to pursue all aspects of their research safely and from anywhere.

- [RRAD Sessions](#)
- [Zoom Consultations](#)
- [Collection Highlights](#)
- And so much more!



VISIT US

The AHC is open for research with a pre-approved appointment. Visit the links below to plan your visit! Please be aware that closures may happen unexpectedly due to the pandemic.

- [Schedule an On-Site Visit](#)
- [How to Visit Guide](#)
- [Covid Updates](#)

Contact our reference services



ARCHIVAL COLLECTIONS

The AHC Finding Aids are now located on [Archives West](#).

Browse [our collection resources](#) to explore the AHC's vast collecting areas, from Wyoming and Western history to Hollywood and the history of the entertainment industry, to the Transcontinental Railroad and America's transportation industries, to mineral, coal, and oil extraction, to journalism, Women's Suffrage, and diversity in the West.

University of Wyoming

USC Special Collections

The Department of Special Collections at the University of Southern California oversees rare books, manuscripts, archives, and historic photographs. It contains more than 200,000 volumes, more than 1000 archival collections, and more than 2 million photographs.

Our purpose is to collect, preserve, promote and foster access to primary source material in our main areas of strength: Southern California regional history; Lion Feuchtwanger and the European exiles of the 20th century in Southern California; Shoah Foundation video oral histories; American literature; natural history; Lewis Carroll and Alice in Wonderland; and USC history.



American Sanitary Plumbing Museum

Every subject has a history

-capture students in the Trades, or out-of-the box thinkers, or who love the serendipity that history brings.



Trade Associations
Historical Enthusiasts

<https://indianahistory.org/wp-content/uploads/17ffa08ed5fd6ea57b500a036807b08a.pdf>



International Museum of the
HORSE



7 CURRICULUM GUIDE • Indiana Experience • Modern Convenience: Plumbing in the 1920s • Indiana Historical Society



"Woman with outdoor water pump," no date (Indiana Historical Society, Indiana Extension Homemakers Association, M0820, Visual Collections, Photographs Box 2, Folder 3)





Joe McHugh and student
<https://www.joemchugh.info>
Storyteller and journalist

The Power of the People



<https://storyprojectsite.wordpress.com>

Virtual - Holocaust survivors and their succeeding generations
Bring the story to life... in your classroom



Look for:

Lessons



Nps.gov/teachers

Virtual Exhibitions

Pop Culture Museum:

- Virtual Field Trips
- Outreach Kits
- Online Educational Resources
- Virtual Student Clubs
- Homeschool Days
- School Groups / Field Trips
- Professional Development
- Teacher Advisory Board
- In-Museum Workshops
- Outreach Programs
- Summer Camps
- Family Programs

BLOGS

PETALUMA HISTORIAN

Petaluma's Days as a Sundown Town

Jan 10 2017

Santa Fe Trail Center

Posted by Nick Russell at 12:03 am Nick's Blog

Note: This story appeared in the July-August 2012 issue of the [Gypsy Journal](#).

For a small town, Larned, Kansas has a lot to offer visitors, including the Central States Scout Museum and Fort Larned National Historic Site, both of which we have featured in the Gypsy Journal. Another stop worth making in Larned is the nationally acclaimed Santa Fe Trail Center Historical Museum and Library.

Citizen Science and History. AKA Citizen Humanities



<https://aaslh.org/5-citizen-history-projects-you-should-know-about-part-2/>

INQUIRY ASKS A QUESTION RESEARCH ANSWERS IT



NASA.gov

Research is a process

...And information has a cycle

Research comes out of an information need.

We research to a *question* not a statement.

Look for an answer. Look for a site that has the words you want to see on them... and then... use those words in your search string



http://theliberalslies.blogspot.com/2009/11/liberal-lie-cartoon-gallery-and-you_12.html

OUR Teaching GOAL

Build students who can – *and will*:

- Ask compelling questions
- Engage with their explorations
- Critically analyze their sources
- build a thesis / create a claim
- Support their claim with evidence
- Reflect on their journey as well as their conclusions

Who will also ask for help when they need it.

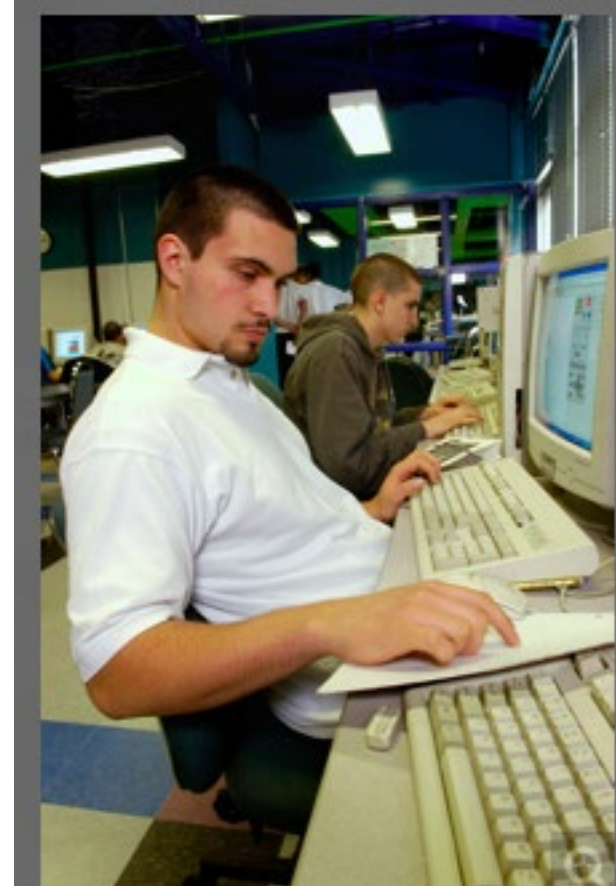


Research reports: often seen as extras after the “real” teaching is done...



Most students think of them as boring.

(Kuhlthau, Maniotes, Caspari)



Brian Summers Image Quest

Often completed at the last minute

- What movie should we see today?
- What computer [bike, phone] should I buy?
- How will I complete all my homework on time?
- What do I need to do in order to get to college?
- Who are the 3 most influential authors of the 20th Century?

Turning information need statements:

I want to go to Iceland

Into questions, allows us to take steps to completing the task.

**What lessons do you
already have
that you can *tweak* with the
addition
of a primary source document?**

Questions?

Be sure to check out the Blog post that accompanies this Presentation – there are teaching ideas there!

Connie Williams
chwms@mac.com

chwms.libguides.com

Primary Source Starter Pack for Teachers

[Primary Sources Starter Pack](#) / [LibGuides](#) / [Primary Sources Starter Pack for Teachers](#) / Home

Primary Sources Starter Pack for Teachers: Home

Enter Search Words

Search

Because every Subject has a History

[Home](#) [Teaching Strategies](#) [Activities](#) [Create!](#) [The Information Cycle](#) [FIND Lessons](#) [Where Old Websites go...](#) [TOOLS](#)

Find your topic...then dig in!

Guide List

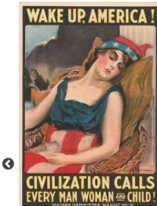
Agriculture Farming, cooking, health, environment land use	Audio & (moving) Visual Sources Primary sources include television, radio ads	Culture Fashion, home life (think magazines!), music, art, and literature
Geography History happens in places. Look here for maps, and lessons using location	Health & Wellness: food! Medicine, health, historical medicine	Math, Economics & Data Statistics of all kinds (<i>check for your topic here</i>). Census, economics, data.
Museums, Archives, and other Institutions Library of Congress, NARA, Smithsonian, Museums, Agencies Universities...all house loads of Primary sources	Science Environment, chemistry, space, inventions, earth	U.S. Government About the government, by the government, primary sources abound.
U.S. History Thematic check-ins	U.S. History perspectives History unfolds from many perspectives. Use both Guides in exploring U.S. History	Wars U.S. Civil War, Revolution, Vietnam, World Wars, Korean War / Holocaust education

Let's chat!

Blog Posts

- [Patents](#)
- [Smithsonian: Slavery's Trail of Tears](#)
- [Exhibits from the National Archives](#)
- [Curiosities #3 Home and Hearth](#)
- [Curiosities #2 Trains](#)

Gallery- Click on a picture to dig deeper



LessonLift Custom - DCPS

The Client:

- Erin Conklin, Supervisor for K-12 Social Studies / Duval County Public Schools

The Goal:

- Incorporate local history to help students better understand the historical significance of the area where they live – paving the way for increased student engagement

The Challenge:

- Finding relevant, Florida-focused materials while meeting state standards and supporting current African American Studies course. Meet requirements from school board, teachers, administrators and students


The Solution:

- Customized content creation


XanEdu

Beyond Traditional African American Studies:

Using Local History to Increase Student Engagement



Duval County Public Schools
African American Studies
Exploring Primary & Secondary Sources



Slavery in Florida:
A Closer Look

Erin Conklin's eyes light up when she talks about the primary and secondary source reader she created for Duval County Public School's African American Studies elective.

"Social Studies is under such intense scrutiny these days," Conklin said. "I viewed this reader as an ongoing opportunity to convince people that Social Studies is still relevant, and that it's important for students to learn history – including state and local history – from different perspectives."

Conklin, a lover of history from a young age, serves as the Supervisor for K-12 Social Studies for Florida's Duval County Public Schools. In this role, which Conklin calls "a dream come true" and a career goal, she oversees the direction of the Social Studies curriculum for more than 200,000 students in the nation's 20th largest school district. As the main coordinator for the district's Social Studies program, Conklin recognized that incorporating local history into the curriculum would not only help students better understand the historical significance of the area where they lived, it also paved the way for increased student engagement and more positive learning outcomes.

The issue, Conklin noted, was finding relevant, Florida-focused materials. For example, a textbook was never adopted for the district's high school-level African American Studies elective. "All the available textbook options were someone's opinion or interpretation," Conklin said. "They were either not the right level or too biased, or they included things that weren't appropriate for high school learning."

With state mandates requiring the teaching of African American studies in K-12, Conklin knew finding a resource to check all the necessary boxes – for the school board, administrators, teachers, and students – wouldn't be an easy task. Conklin needed a unique resource that would support the African American Studies requirements,

while at the same time introducing the contributions and experiences of African Americans in Florida.

"Our students didn't know about local African American history," Conklin said. "They didn't know that 'Lift Every Voice and Sing' was written here in Jacksonville, for example. That's really what motivates me as an educator – seeing students in the classroom, engaging with and understanding not just history, but local history."

Conklin realized that for the high school African American Studies elective, custom content creation was the only answer. She asked the XanEdu curriculum development team to help her create a personalized learning tool: a collection of primary and secondary sources with a Florida-specific, local focus. The XanEdu team took Conklin's request – to put together a resource that would challenge students and fulfill state requirements – and, using the course's units of study, began researching, compiling, and creating both a print and digital version of a resource rich with state and local history.

"I wanted to make sure the text included really unique resources – the kind that you might find in the basement of the Smithsonian – that weren't readily available otherwise," Conklin said.

LessonLift Custom - DCPS


The XanEdu curriculum team met with district to gather their unique requirements and scope the project

- Incorporate local history into a supplemental book for their African American Studies course
- A collection of primary and secondary sources
- Florida-specific, local focus
- Different perspectives and unique content

Newspaper articles, interview transcripts, maps, official documents, census data, etc.

Curriculum team managed the entire project

- Detailed milestones
- Planning and development
- Content sourcing
- Editing and formatting
- Delivery to students (both print and digital)



Duval County Public Schools
African American Studies
Exploring Primary & Secondary Sources

Data Report
Assets in Unit 1: Ancient Africa

Asset Name	Asset Type	Local or State Connection?
Leader Spotlight: Queen Hatshepsut	Image: Photograph	N
Ancient and Medieval Sub-Saharan States	Map	N
Temple of Debd	Image: Photograph	N
African Salt Trade	Image: Photograph	N
Epic of Sundiata	Text: Poem	N
Mansa Musa	Image: Atlas	N
Ancient Timbuktu Manuscript	Image: Photograph	N
Manden Charter	Text: Document Excerpts	N
Timeline	Diagram	N

Standards Covered in Unit 1

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.
- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- **SS.912.A.1.5:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet research.

Objectives Covered in Unit 1

- Examine the impact that transportation, trade, communication, science, and technology had on the preservation and diffusion of culture from kingdom to kingdom and abroad
- Identify the characteristics of East African culture.
- Explore the interaction among West African Kingdoms and the world.
- Examine the impact that transportation, trade, communication, science, and technology had on the preservation and diffusion of culture from kingdom to kingdom and abroad

Each unit begins with an introduction that provides an overview of the time period, a list of related key terms, and a list of Duval's standards that are covered in the unit.

Timelines provide an overview of key events that happened during the respective time period.

'Leader spotlight' graphic provides an image and synopsis of a leader who made an impact during the respective time period.

Unique primary and secondary sources are paired with synopses that provide historical context. Examples of unique that are included: letters, photographs, telegram, press releases, maps, and advertisements.

A custom Florida emblem is placed next to the title of all assets that are related to Duval county or the state of Florida. When students see this emblem, they will know they are learning about local or state history.



A Look Inside – Let's Get Local



Ax Handle Saturday in Jacksonville

Like most Southern cities, Jacksonville was segregated prior to the Civil Rights Movement. On August 13, 1960, civil rights activists began a sit-in at a segregated lunch counter, where they were taunted and threatened. On August 27, an integrated group of members of the Youth Association for the Advancement of Colored People (NAACP) staged a sit-in at a segregated lunch counter. A mob of 200 White male Ku Klux Klan members gathered in Hemming Park, armed with ax handles and baseball bats. They came out of the lunch counter and attacked them in the streets. The mob did not assault any African American person they found. Police observed the mob until a group of African Americans called Boomerangs, which was a "street gang," arrived to protect activists. Only then did police intervene. This transcription of a 1960 newspaper article on Ax Handle Saturday is shown below.

Transcription of 1960 Newspaper Article on Ax Handle Saturday

VIOLENCE FLARES IN JACKSONVILLE

50 Injured as White Gangs Clash With Negroes—16-Year-Old Stabbed
By: United Press International

JACKSONVILLE, Fla., August 27—

Angry bands of club-swinging whites clashed with Negroes in the streets of Jacksonville today. At least fifty persons were injured. A white youth was stabbed and two Negroes suffered minor bullet wounds. Patrolmen armed with shotguns threatened to use fire hoses succeeded in dispersing most of the crowd of 3,000 gathered in the downtown area. However, there were reports of incidents far into the night, particularly in Negro districts and outlying areas.

Streets Blocked

The police said they had one unconfirmed report that a Negro woman was cruising in a panel truck urging Negroes, over a loudspeaker, to stand up for their rights. Streets in several sections of the downtown area where crowds had gathered earlier were blocked.

The Florida National guard was ordered to stand by in case the situation grew worse according to William Durden, administrative assistant to Gov. LeRoy Collins. He said,



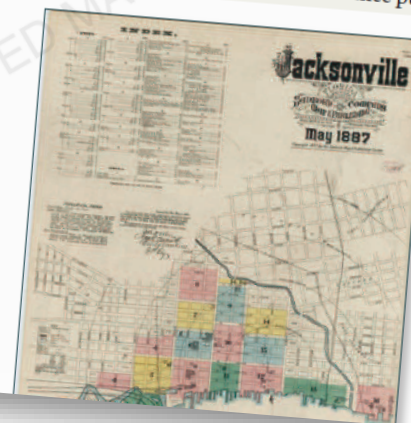
City Federation of Colored Women's Club in Jacksonville

The Jacksonville, Florida City Federation of Colored Women's Club was founded in 1912. Like other women's groups of the Progressive reform era, the City Federation of Colored Women's Club fought for women's right to vote and improvements in education, health, and city sanitation. Despite the prevalence of racial violence against African Americans during this era, the club fought for civic engagement to improve the lives of Jacksonville's African American community. Among its various activities, the club worked to improve infant welfare and provide free medical clinics for African American children and fought for the club also built a playground for African American neighborhoods. In 1915, club members petitioned the state for better treatment of male and female African Americans in prison and urged African American men to vote. The club included prominent female members of the city's African American community. The motto of the City Federation of Colored Women's Club in Jacksonville was "We help ourselves, but others." This photograph of members of the Federation was taken at an annual meeting on May 16, 1915 and includes Eartha M.M. White from Jacksonville.




Historic LaVilla Neighborhood in Jacksonville

LaVilla is a historically African American neighborhood in Jacksonville, Florida. Northwest of downtown, the area was the location of a large Union Army garrison while northeast Florida was under Union control during the Civil War. The garrison attracted many enslaved African Americans seeking escape from bondage and continued to attract African Americans following emancipation. A large community of African Americans was established in LaVilla, many of whom were elected to political office in the area. In 1887, LaVilla and other nearby suburbs were absorbed by the city of Jacksonville. But in 1902, a new state constitution prevented African Americans from voting, and LaVilla became disenfranchised. However, it emerged as an important center of African American culture. Nationally-known musicians performed at the neighborhood's segregated nightclubs, and its vibrant social scene earned it the nickname "the Harlem of the South." During the Great Depression, LaVilla became the headquarters of the New Deal's "Negro" division of the Federal Writers Project, which employed prominent African American writers such as Zora Neale Hurston. The neighborhood declined following the construction of Interstate 95 through it but has been the focus of recent restoration efforts. The following map is a Sanborn map from 1887 of LaVilla. Sanborn maps of American towns and cities were created in the 19th and 20th centuries and used for insurance purposes.



Additional custom clients

ELA



XanEdu—Louisiana's Exclusive Schools
In partnership with Louisiana's Exclusive Schools

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[2018 Edition Price Lists: Unit Readers](#) | [Student Handouts](#) | [Unit Readers with Student Handouts](#)

Our Partnership
XanEdu was selected readers consist of a w permission for use. Xi

Ensure Success
Purchasing the requir has the materials it ni curriculum and maint

XanEdu's Contr
XanEdu's LDOE Vend

Additional Materials

Please note: In order to be prepared for a possible future Continuous or Distance Learning environment, LDOE recommends purchasing one unit reader per student in order to smoothly transition to learning at home. [Download the curriculum guide](#) referenced below.

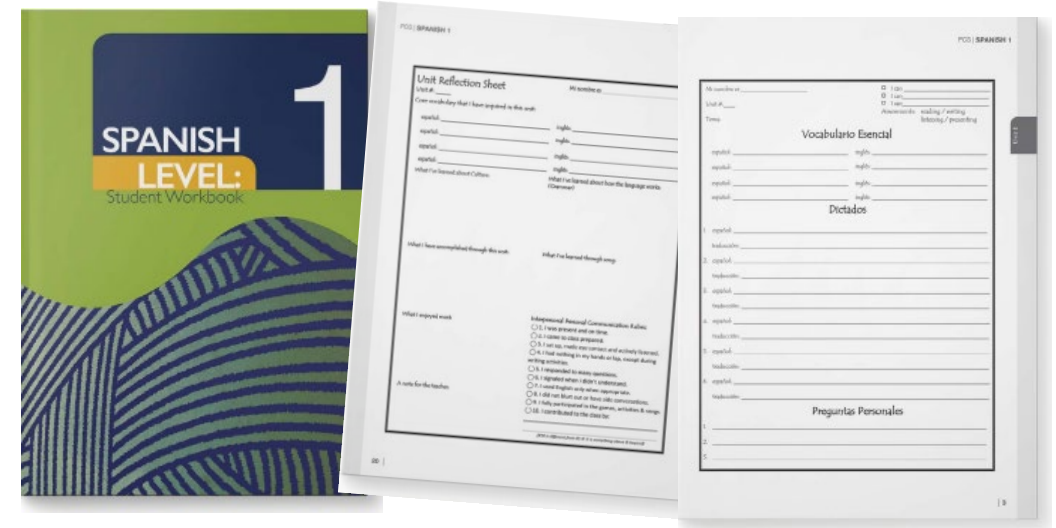
Item	Price
Reference Guide Reference Guides support students in understanding the ELA skills built into the ELA Guidebooks 9-12 (2020).	\$8.98
Curriculum Guide* The Curriculum Guide is a teacher resource that provides an overview of the ELA Guidebooks program. It should be read before planning and teaching begins.	\$9.15

As **LDOE** production partner, XanEdu provides:

- Copyright Clearance
- Customer Support
- Dedicated web pages, ordering
- Products: Unit Reader (short text needing copyright clearance), Student Handouts, Teacher Manual, **Customization of Units**

XanEdu

World Languages



- Pinellas County Schools (FL) selected existing Spanish I, II, III curriculum and modified with own teacher created content and third-party content
- XanEdu provided full range of end-to-end services, including copyright clearance, design, production, print, and fulfillment/distribution for student workbooks and teacher editions

Resources



- Recorded session – please share!
- Presentation slides
- Williams blog article
- Infographic
- Duval blog article (w/sample download)

Thank you!

XanEdu

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