Instructional Planning with Primary Sources and Common Core State Standards

Presented by:
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Session Agenda
May 5, 2012

• Overview of the Teaching with Primary Sources (TPS) Program

• Instructional Planning
  – Common Core Standards
  – Primary Sources
  – Assessment

• Orientation to Library of Congress
  – Digital primary source collections
  – Teacher and classroom resources
Teaching with Primary Source Program
TPS Program

• Sponsored by the Library of Congress

• CALU is part of the Library’s national education consortium

• Teacher professional development programs
Common Core State Standards
ELA and Literacy in History/Social Studies, Science and Technical Subjects

• Literacy Skills
  – Reading
  – Writing
  – Speaking & Listening
  – Vocabulary
  – Visual literacy
Common Core State Standards

• Reading
  – Stronger balance of literature and informational texts
  – Greater emphasis on non-fiction texts
  – Increasing text complexity
  – Making connections within a text, across multiple texts, and across a variety of genre and media presentation
Common Core State Standards

• **Writing**
  – Narratives, Argumentative, Informative/Explanatory
  – Accurately citing evidence
  – Writing routinely and for a variety of purposes and applications
Common Core State Standards

• **Speaking and Listening**
  – Communication skills that enable critical listening and effective presentation of ideas.

• **Language**
  – Stress Tier 2 and Tier 3 vocabulary
  – Tier 2 – *a variety of interchangeable words that have multiple applications in language.*
  – Tier 3 – *words that are unique to a specific discipline.*
Primary Sources
Primary Source Images

Visual Literacy
Primary Source Images

Visual Literacy

• Technology Integration Strategies
  – Animoto.com
  – Stixy.com
Primary Source
Literature
How Old Brown Took Harper’s Ferry

Chronicling America – Historic Newspapers

New York Daily Tribune, Saturday, November 13, 1859

JOHN BROWN’S INVASION.

How Old Brown Took Harper’s Ferry.

A ballad of the times.

When John Brown in Kansas settled, like a scoundrel tan
tanned, and grew warmer.

Then he snatched his gun, and stuck it in his breast, blazing hot.

And Old Brown, Quasi-brown.

And the power that holds the earth is held by force.

And when the time came to take them, he seized the bayonet.

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The Raven

Read.gov

• Library of Congress home page
• Scroll to bottom
  – Read.gov link
• Books & Related Info for
  – Teens
• Classic books online
  – The Raven by Edgar Allan Poe
  – With comment by Edmund Clarence Stedman
  – Interactive and include illustrations
Primary Source
Informational Text
Dear Sir:

For some years I have been afflicted with the belief that flight is possible to man. My disease has increased in severity and I feel that it will soon cost me an increased amount of money if not my life. I have been trying to arrange my affairs in such a way that I can devote my entire time for a few months to experiment in this field.
My general ideas of the subject are similar those held by most practical experimenters, to wit: that what is chiefly needed is skill rather than machinery. The flight of the buzzard and similar sailors is a convincing demonstration of the value of skill, and the partial uselessness of motors. It is possible to fly without motors, but not without knowledge of skill. This I conceive to with no short practice, and even Methuselah could never have become an expert stenographer with one hour per year for practice. I also conceive Lilienfeld’s apparatus to be in-
My observation of the flight of buzzards leads me to believe that they regain their lateral balance when partly overturned by a gust of wind, by a torsion of the tips of the wings. If the rear edge of the right wing tip is twisted upward and the left downward the bird becomes an animated windmill and instantly begins to turn, a line from its head to its tail being the axis. It thus regains its level even if thrown on its back ends, as I have frequently seen them. I think the bird also in general retains its lateral equilibrium partly by presenting its wings at differing angles to the wind, and partly by drawing in one wing, thus reducing its area. I incline to the
is attained without sacrificing lateral stiffness. My plan is to attach the tail to the upright stage which connects the pressure planes, the effect of which will be that when the upper plane is thrown forward the end of the tail is elevated, so that the tail assists gravity in restoring longitudinal balance. My experiments
Primary Sources
Literature and Informational Texts
The Assassination of President Lincoln
O the bleeding drops of red!

O CAPTAIN! MY CAPTAIN!

BY WALT WHITMAN.

I.

O captain! my captain! our fearful trip is done,

The ship has weather'd every rack, the prize we sought is won,

The port is near; the bells I hear, the people all exulting,

While follow eyes the steady keel, the vessel grim and daring.

But O heart! heart! heart!

leave your name the little spot

where on the deck my captain lies,

Fallen cold and dead.

II.

O captain! my captain! rise up and hear the bells,

Rise up! for the flag is flung, for the bugle calls:

For you the flag was raised, for you the bugle calls;

For you bouquets and ribboned wreaths; for you the shores a-crowding;

For you they call, the swaying mass, their eager faces turning.

O captain! my captain! rise up and hear the bells,

Rise up! for the flag is flung, for you the bugle calls:

For you the flag was raised, for you the bugle calls;

For you bouquets and ribboned wreaths; for you the shores a-crowding;

For you they call, the swaying mass, their eager faces turning.

III.

My captain does not answer, his lips are pale and still,

My father does not feel my arm, he has no pulse nor will.

The ship is anchor'd safe and sound at flax's wharf;

From fearful trip the victor ship comes in with object won!

Exult, O shores! and ring, O bells!

But O heart! heart! heart!

WALK the spot where my captain lies

Fallen cold and dead.
Assessment through Performance Tasks
Writing
Speaking & Listening

Literacy Design Collaborative
http://www.literacydesigncollaborative.org/
Writing

• Performance Tasks
  – Read *(this piece of literature and/or informational text)* and write a *(narrative, argumentative, explanatory)* essay on *(refer to your guiding investigative question or other essential questions)*.
  – Support your writing with evidence from the text(s)
  – Address varying perspectives
  – Evaluate students using Rubrics
Speaking & Listening

• Performance Tasks
  – Speaking
    • Oral presentations (live audience)
    • Recorded presentations (multimedia)
  – Listening
    • Subject matter experts
    • Oral histories
    • Small group sessions
Rubrics

• **Scoring Elements**
  – Focus
  – Controlling Idea
  – Reading/Research
  – Development
  – Organization
  – Conventions
  – Content Understanding
Library of Congress
Website Tour

www.loc.gov