

Belin-Blank Center for Gifted Education and Talent Development

Beyond Monarch Migration: Other Free Flights of Fancy

History / social studies is my content area ;-o

September 13, 2023

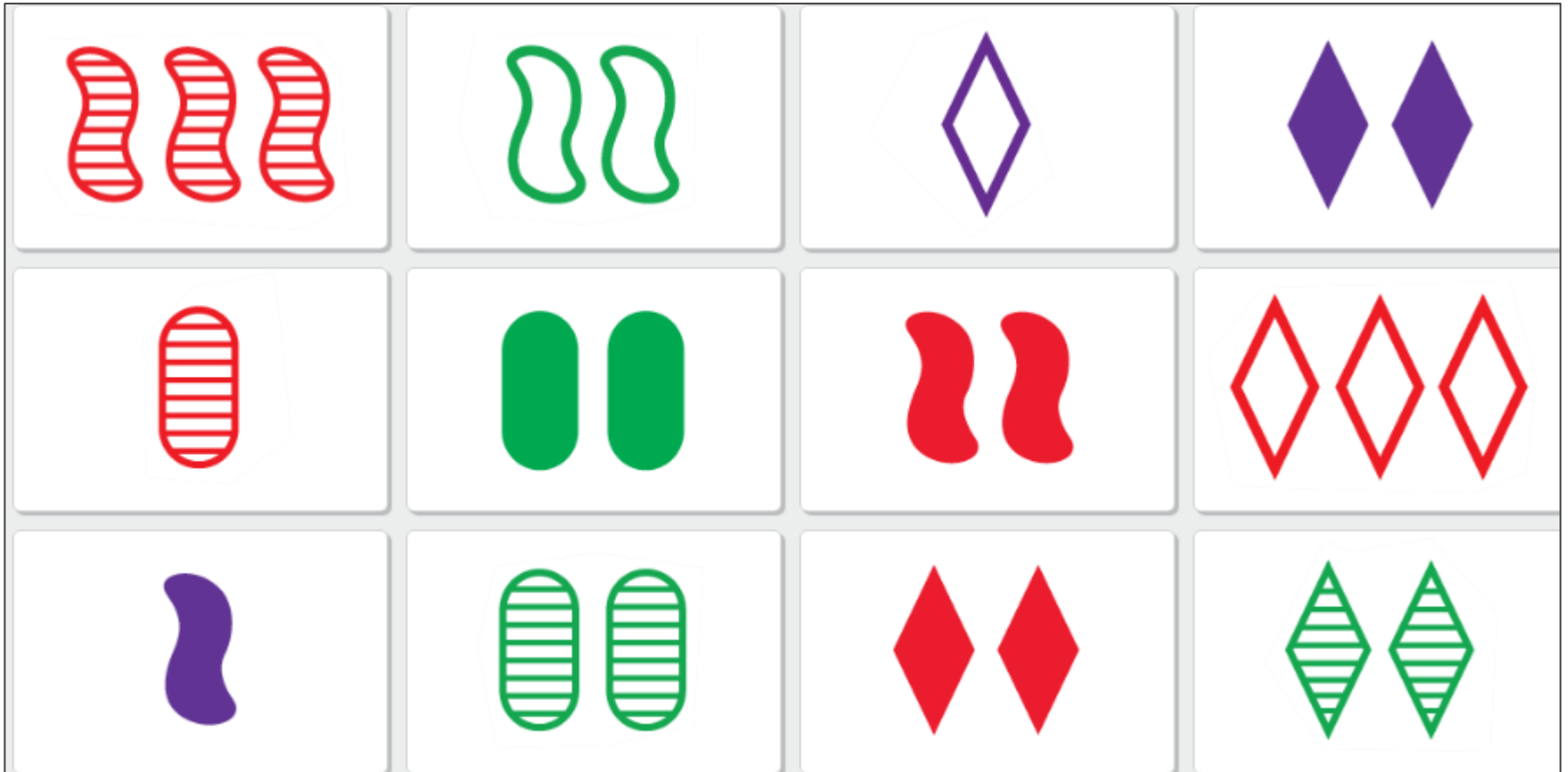
Laurie Croft, Ph.D.

Clinical Professor of Gifted Education

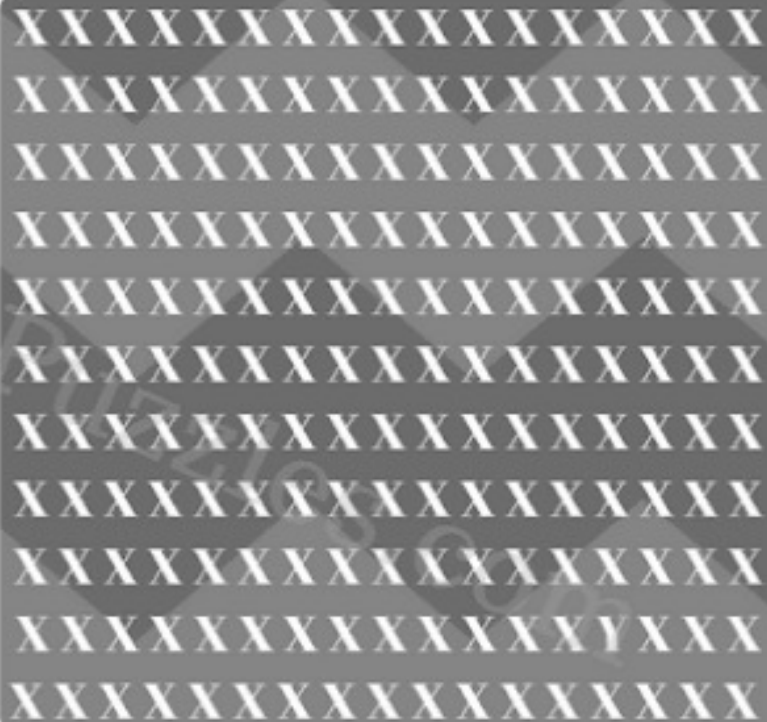


Getting the day started

→ SET: Visual Perception (<https://www.setgame.com/set/puzzle>)



Find Y in Group of X!



Can you Solve this?

IF
1=0
3=6
4=12
2=2
THEN
5=?



??

Share if you
could solve it!

Teaching history (and more)

→ The Library of Congress (loc.gov)

→ <https://www.loc.gov/programs/teachers/about-this-program/>

- Select one or more **primary sources** that support the learning objectives and are accessible to students. Consider your students' needs and interests and any logistical factors for using the item, such as legibility or copyright status. The Library of Congress [Primary Source Sets](#) for educators are a good place to start and the [Free to Use and Reuse](#) sets for more general audiences are another.
- Consider whether students will be able to identify point of view, put the items into historical context, and compare these items to other primary and secondary sources.
- Plan instruction, including activity types, time required, and whether students will work individually, in small groups, or as a whole class. Use the [Primary Source Analysis Tool](#) from the Library of Congress and select guiding questions from the [teacher's guide](#) to support students in analyzing the primary sources.

Types of materials: Primary Source Sets

Louisiana Purchase and Lewis & Clark expedition

- Teacher's guide, as well as letters, maps, documents, and secret codes

Inventions and Innovations

- Teacher's guide, news stories, letters, images, multiple sketches and patents

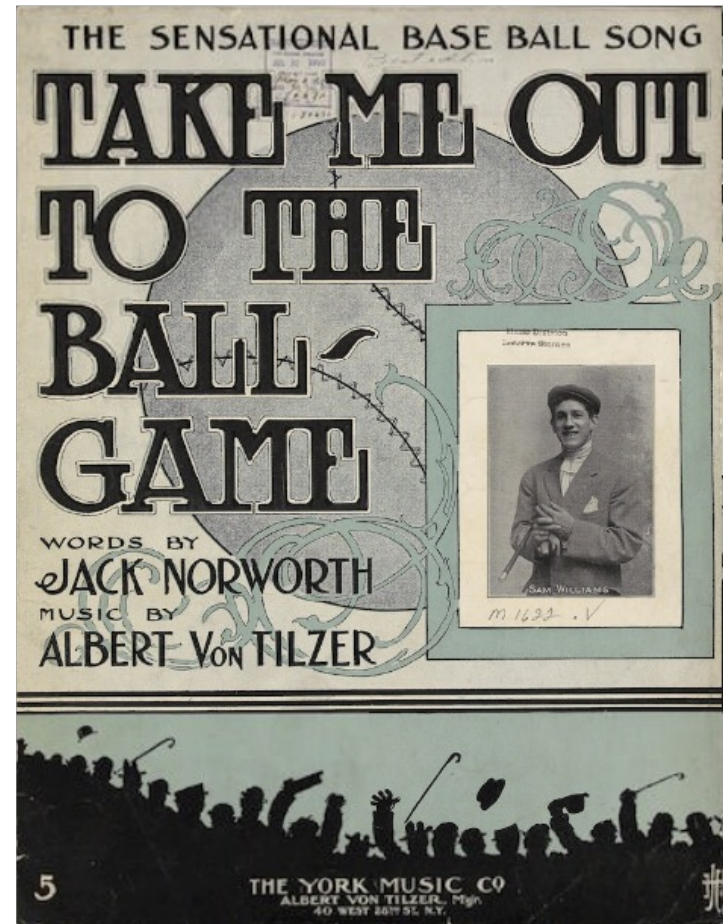
Civil Rights

- Teacher's guide, images, posters, letters, interviews (oral history), with suggestions for teachers (e.g., compare an oral history account with a description in a secondary source like their text)

Natural disasters; transportation; women in science and technology; more...

Digital Collections

- Government, Law & Politics
- World Cultures & History
- Performing Arts
- Art & Architecture
- Social / Business History
- Science & Technology
- African American History
- Religion & Philosophy
- Literature & Poetry
- Sports & Recreation



Sheet music (in Baseball Sheet Music, LOC Celebrates Songs of America, and in the Performing Arts Encyclopedia)

Researchers

- Virtual Programs & Services
- Web Guides
- LOC Poetry Resources
- Teachers Page

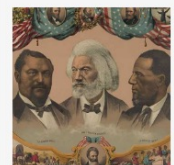


[Langston Hughes](#)

Lesson Plans:

- **1900 America: Historical Voices, Poetic Visions** (grades 10 – 12)
- **Found Poetry: The Great Depression, from American Memory, 1936 – 1940, Federal Writers' Project** (Grades 6 – 12)
- **Japanese American Internment:** Grades 5 – 8, with a poetry activity, using the poetry for two voices format, with opposing points of view, agreement, and/or compromise

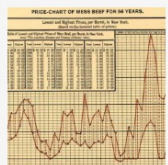
Teacher's Guide: Source Analysis



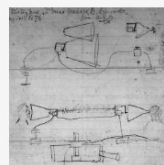
Analyzing Primary Sources
(PDF, 56 KB)



Analyzing Books and Other Printed Texts
(PDF, 61 KB)



Analyzing Charts and Graphs (PDF, 100 KB)



Analyzing Manuscripts
(PDF, 71 KB)



Analyzing Maps
(PDF, 55 KB)



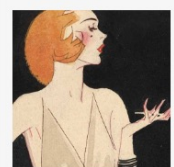
Analyzing Motion Pictures
(PDF, 55 KB)



Analyzing Newspapers
(PDF, 92 KB)



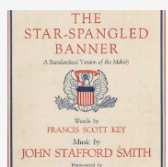
Analyzing Oral Histories (PDF, 73 KB)



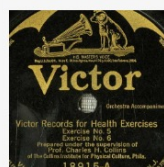
Analyzing Photographs and Prints (PDF, 55 KB)



Analyzing Political Cartoons (PDF, 83 KB)



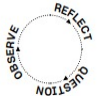
Analyzing Sheet Music and Song Sheets (PDF, 55 KB)



Analyzing Sound Recordings
(PDF, 55 KB)

PRIMARY SOURCE ANALYSIS TOOL

NAME:



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION:

ADDITIONAL NOTES:

LIBRARY LOC.gov/teachers

Analyzing Newspapers



Observe, Reflect, Question (move between columns—NOT linear)



What do you see? What do you notice first? How is the text and other information arranged? What details suggest when and where this was published?



Who do you think was the audience for this publication? What was important at the time/place of publication? What can you tell about the point of view of the people who produced this? What would be different/the same if produced today?



What do you wonder about? Who/what/when/where/why/how?



Follow up ideas

National Archives

- NARA: National Archives and Records Administration
- <https://www.archives.gov>
- Educator Resources (<https://www.archives.gov/education>)
 - Civics for All of Us
 - DocsTeach (“the online tool for teaching with documents”)
 - Creating interactive activities using [Activity Tools](#)
 - Virtual visits and programs for [elementary](#), [middle school](#), and [high school students](#)
 - Free [professional development webinars](#)
 - Free [National History Day webinars](#) (archivists at the Herbert Hoover Presidential Library/Museum, and other Presidential Libraries will work with students in person)
 - Family History (genealogy) [activities for students](#)

NARA: Today's Document

→ <https://todaysdocument.tumblr.com/>



August 1918:
Congress amended the Selective Service Act to expand the age range of men eligible for the draft (required to register no later than September 12)

NARA: Document Analysis

→ <https://www.archives.gov/education/teaching-with-documents>

→ Worksheets for

- Photographs
- Written documents
- Artifacts
- Posters
- Maps
- Cartoons
- Videos
- Sound recordings



- ✓ Meet the poster (What do you see? More words or pictures? What do the words tell you? Write down any that you don't know.)
- ✓ Observe its parts (Main colors? Symbols and what do they mean? Write two words that describe the poster.)
- ✓ Try to make sense of it: Who made the poster? Who was supposed to see it? Main idea of poster? Words/pictures that support that.

→ Options for novice (younger) students, intermediate, secondary students, and for English learners

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**We'll share our links
(please share yours for us
to include):**

laurie-croft@uiowa.edu

IOWA