

Name: Linda M. Buckley
School or Institution: Calvert Library (Calvert County Maryland)
Projected Date for Implementation: September 2015

Title of Activity	The Facts in Fiction: Using Library of Congress (LOC) Primary Sources to Enhance Book Discussions
Overview	After viewing examples of Library of Congress primary sources related to sample fiction titles, participants will select a book they might consider using for a book discussion and try to think of possible primary sources they could use for their discussions, the Library of Congress collections that may include such sources, and the search terms they could use to find them. Finally, participants will learn about Book Backdrops as a resource for books with existing sets of primary sources.
Essential or Investigative Question	How can teachers and librarians use primary sources to help students relate fiction to real people, places, and events, and in doing so, teach students about those topics?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 3-5 • Grades 6-8 • Grades 9-12 • Other – public librarians leading book discussions for all ages, including adults <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • English Language Arts • General • Library Media • Literacy: Reading Language Arts
Time Required	<ul style="list-style-type: none"> • 30-45 minutes (depending upon how many online searches are included)
Goal	<ul style="list-style-type: none"> • Participants will understand how primary sources can add learning opportunities to fiction book discussions and know how to locate relevant primary sources on the Library of Congress website.
Standards	<p>ISTE Standards for Teachers</p> <ul style="list-style-type: none"> • 1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. • 2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. • 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. • 4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. • 5a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
Objectives	By the end of this PD Activity, participants will be able to:



	<ul style="list-style-type: none"> • Access teaching tools and primary sources from http://www.loc.gov/teachers/. • Access primary sources and teaching resources from http://www.loc.gov/ for instructional use. • Create primary source-based activities that help students engage in learning, develop critical thinking skills, and construct knowledge.
Digital Resources	<p>Primary sources for sample fiction titles</p> <ul style="list-style-type: none"> • Grade 3-5: <i>Ben and Me</i> by Robert Lawson <ul style="list-style-type: none"> ○ D. Benjamin Franklin, et vita inter Americanos acta, et magnis electricitatis periculis clarus / J. Elias Haid sculp., 1780. http://www.loc.gov/pictures/item/2003675418 [mezzotint] ○ An Account of the New Invented Pennsylvanian Fire-Places. Philadelphia: Printed and Sold by B. Franklin, 1744. http://www.loc.gov/exhibits/treasures/images/bf0035s.jpg http://www.loc.gov/exhibits/treasures/images/bf0035p2s.jpg [pages from book] ○ Franklin's reception at the court of France, 1778. Respectfully dedicated to the people of the United States / Hohenstein. http://www.loc.gov/pictures/item/2004669623/ [lithograph, hand-colored] • Grade 6-8: <i>Fair Weather</i> by Richard Peck <ul style="list-style-type: none"> ○ Crowd waiting for balloon ascension, World's Columbian Exposition, Chicago, Ill. c1893. http://www.loc.gov/pictures/item/89712763 [photo] ○ Souvenir map of the World's Columbian Exposition at Jackson Park and Midway Plaisance, Chicago, Ill, U.S. A. 1893. http://www.loc.gov/item/2010587004/ [map] ○ Songs of the past, no. 1, 1915 ("After the Ball" starts at 00:37) http://www.loc.gov/item/jukebox.3983 [sound recording] • Grade 9-12: <i>Uprising</i> by Margaret Peterson Haddix <ul style="list-style-type: none"> ○ A yard of Priscilla shirt waist designs / Ethelyn J. Morris. Boston : Priscilla Publishing Co., c1906. http://www.loc.gov/pictures/item/2005691077 [advertisement] ○ Bodies from Washington Place fire, Mar 1911, 1911 March 25. http://www.loc.gov/pictures/item/98502780 [photo] ○ Die fire korbunes [sheet music] "The Popular Fire Song" "Melody of Boir Choro Wiachperehu" An elegy for the victims of the Triangle Shirtwaist Co. fire. 1911 http://www.loc.gov/item/ih.200186086 [sheet music] • Adult: <i>The Autobiography of Mrs. Tom Thumb</i> by Melanie Benjamin <ul style="list-style-type: none"> ○ New-York daily tribune., January 10, 1863, Page 7, Image 7 ("Amusements" at top of fourth column) http://chroniclingamerica.loc.gov/lccn/sn83030213/1863-01-10/ed-1/seq-7 [newspaper] ○ Gen. Tom Thumb, Miss Lavinia Warren, Commodore Nutt and The Giant, between 1855 and 1865 http://www.loc.gov/pictures/item/brh2003004242/PP [photo] ○ New-York tribune. Sunday Magazine, October 21, 1906, Page 11, Image 35 and



	<p>Page 12, Image 36. (Article titled “Our Trip Around the World: Another Chapter From My Autobiography” by Mrs. General Tom Thumb) http://chroniclingamerica.loc.gov/lccn/sn83030214/1906-10-21/ed-1/seq-35 http://chroniclingamerica.loc.gov/lccn/sn83030214/1906-10-21/ed-1/seq-36 [magazine article]</p> <p>Book Backdrops</p> <ul style="list-style-type: none"> • List of completed Book Backdrops <ul style="list-style-type: none"> ○ http://tps.waynesburg.edu/74-swpa-projects/296-book-backdrops • Directions for creating Book Backdrops (including book lists and suggested activities) <ul style="list-style-type: none"> ○ http://www.loc.gov/teachers/newsevents/events/summer09/docs/BookBackdropDirections.doc
Classroom Materials	<ul style="list-style-type: none"> • Computer with Internet access • Projector and screen • Actual copies of books used in the presentation • Copies of handout and assessment survey
Preparation	<ul style="list-style-type: none"> • Select the sample books to be used in the presentation. Choose titles appropriate for the age group(s) participants teach. • Obtain or write a brief synopsis of each book for those not familiar with the title. • Make a list of primary source ideas and/or search terms for each book. • Locate three primary sources for each book on the Library of Congress website, making sure to note all bibliographic information. Select primary sources that are age-appropriate for the book and attempt to select a variety of types of primary sources so as to give a representation of the breadth of what is available from the Library of Congress website. • Create a PowerPoint presentation (or something similar) showing each sample book and its associated primary sources. • Gather actual copies of the books to have on hand during the presentation. • Prepare and make copies of an assessment survey (see sample questions below). • Ensure the meeting room has a screen and projector and that Internet access is available for showing Library of Congress resources and demonstrating Library of Congress website searches. • If possible, run through the presentation on the computer that will be used to ensure all fonts, photos, etc. appear as intended.
Procedure	<ol style="list-style-type: none"> 1. Review the different components of the Library of Congress website (http://www.loc.gov) and the various ways to search for primary sources, including the use of the site: operator in Google (site: loc.gov). 2. Explain how introducing primary sources during a fiction book discussion helps students (or participants in an adult book discussion) relate the story to real people, places, and events, and learn about those topics. 3. For each sample title: <ul style="list-style-type: none"> ○ Provide a brief summary. ○ Ask participants to suggest ideas for possible primary sources and search terms. ○ Show the primary sources (PowerPoint presentation) and explain how each item relates to the story. <p><i>(Summaries and primary source explanations for the sample titles listed above)</i></p>



are provided below. Note: There are three resources for each, but for an actual book discussion, participants may want to find more.)

4. Have each participant think of a book he or she might use for a book discussion and write down a list of possible primary sources for that book, the Library of Congress collections that may include such sources, and the search terms that could be used to find them. (Note: In actual preparation for such a book discussion, the best practice is to make notes about the people, places, and events mentioned in the book while reading it.)
5. Ask for a volunteer to share his or her book title and ideas for primary sources and search terms and then as a group, search for primary sources on the Library of Congress website. (Repeat with additional volunteers as time permits.)
6. Explain that the Library of Congress calls the pairing of literature with historical primary sources Book Backdrops.
7. Show the list of completed Book Backdrops on the Waynesburg University website and point out a few of the titles that may be of interest to participants.
8. Show the directions for creating Book Backdrops from the Library of Congress website, noting the recommended lists for getting ideas of books to use.
9. Ask if there are any additional comments or questions.
10. Have participants complete the assessment survey.

Grade 3-5: *Ben and Me* by Robert Lawson

Ever wonder where inventors get their ideas? As it turns out, the great inventor, Benjamin Franklin, got his best ideas from a mouse! Franklin's companion, Amos the mouse, tells how he was responsible for Franklin's inventions and discoveries. Once you've met Amos and read his account, you'll never think of Ben Franklin – or American history – quite the same way. (From <http://www.barnesandnoble.com/>)

- The mezzotint shows Ben Franklin wearing the fur cap where Amos the mouse lives.
- The book pages show the parts and construction of the Franklin Stove which Ben and Amos built together.
- The lithograph shows Ben in France where the ladies wore their hair to look like Ben's hair or his fur cap or piled high on their heads (and the mice hid inside!).

Grade 6-8: *Fair Weather* by Richard Peck

Thirteen-year-old Rosie Beckett has never strayed farther from her family's farm than a horse can pull a cart. Then a letter from her Aunt Euterpe arrives, and everything changes. It's 1893, the year of the World's Columbian Exposition – the "Wonder of the Age" – a.k.a. the Chicago World's Fair. Aunt Euterpe is inviting the Becketts to come for a visit and go to the fair! Award-winning author Richard Peck's fresh, realistic, and fun-filled writing truly brings the World's Fair – and Rosie and her family – to life. (From <http://www.penguin.com/>)

- The photo shows people dressed in clothes like those Aunt Euterpe purchased for the children.
- The map shows a detailed layout of the fair including all of the sights and attractions the children saw.
- The sound recording is a snippet of the song made famous by Lillian Russell which everyone sang at the end of the Buffalo Bill show.

Grade 9-12: *Uprising* by Margaret Peterson Haddix



	<p>Told from alternating points of view, the novel draws upon the experiences of three very different young women: Bella, who has just emigrated from Italy and doesn't speak a word of English; Yetta, a Russian immigrant and crusader for labor rights; and Jane, the daughter of a wealthy businessman. Bella and Yetta work together at the Triangle Shirtwaist Factory under terrible conditions. When the situation worsens, Yetta leads the factory's effort to strike, and on the picket line, she meets Jane, a member of a group of high-society women who have taken an interest in the strike as a way of supporting women's suffrage. Through a series of twists and turns, the three girls become fast friends, and all of them are in the Triangle Shirtwaist Factory on March 25, 1911, the day of the fateful fire. The novel puts a human face on the tragedy and keeps readers guessing until the last page who – if anyone – survives. (From http://www.simonandschuster.com/)</p> <ul style="list-style-type: none"> • The advertisement shows what a shirtwaist is. • The photo shows the reality of the loss of life in the fire. • The sheet music shows what Yiddish looks like and highlights how great of an impact the fire had on the community. <p>Adult: <i>The Autobiography of Mrs. Tom Thumb</i> by Melanie Benjamin She was only two feet, eight inches tall, but more than a century later, her legend reaches out to us. As a child, Mercy Lavinia “Vinnie” Warren Bump was encouraged to live a life hidden away from the public. Instead, she reached out to the immortal impresario, P.T. Barnum, married the tiny superstar, General Tom Thumb, in the wedding of the century, and became the world’s most unexpected celebrity. But her fame endangered the person she prized most: her similarly sized sister, Minnie, a gentle soul unable to escape the glare of Vinnie’s spotlight. It is the irresistible epic of a heroine who conquered the country with a heart as big as her dreams. (From http://www.randomhouse.com/)</p> <ul style="list-style-type: none"> • The item in the newspaper shows how Lavinia was promoted to the public. • The photo shows Lavinia with both Tom Thumb and Colonel Nutt (the “unverified information on negative sleeve” has the other man labeled as “The Giant,” but he is an ordinary size man). • The magazine article actually is written by Lavinia and includes pictures of her with her sister Minnie and with P.T. Barnum.
<p>Assessment/ Reflection</p>	<p>Assessment survey</p> <ul style="list-style-type: none"> • Rate on a scale of 1 to 5 (with 5 being the highest/best/most) <ul style="list-style-type: none"> ○ Relevance of this training to your work ○ Usefulness/helpfulness of the presentation materials (PowerPoint) ○ Presenter’s knowledge of the subject matter ○ Likelihood you will incorporate primary sources into a book discussion you lead ○ The training overall • What is one new thing you learned during this training? • Would you recommend this training to your colleagues?

