

TRANSCRIPT (CHAT AT END OF DOCUMENT)

1

00:00:01.050 --> 00:00:08.069

Lia Atanat: Okay, and good afternoon everyone i'm so glad that you were interested in learning more about the inquiry kids today.

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00:00:08.730 --> 00:00:23.460

Lia Atanat: My name is Lia at net and I am the Maryland history day outreach and professional development coordinator at Maryland humanities, which basically means I spend a lot of time in classrooms or this year rather on zoom.

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00:00:25.140 --> 00:00:28.560

Lia Atanat: Introducing students to the history day curriculum.

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00:00:29.040 --> 00:00:37.410

Lia Atanat: Making sure teachers are prepared to carry out the history day curriculum in their classrooms and providing other professional development opportunities for them.

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00:00:37.770 --> 00:00:53.580

Lia Atanat: And in addition to that role, I am also the tps project director for the thing for increased kits which you're going to be learning a little bit more about today, so I work at Maryland humanities, the other logos that you see up here on the screen are.

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00:00:54.600 --> 00:01:04.350

Lia Atanat: Other organizations that were involved in this project, so we created the the content for the inquiry kits and we.

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00:01:05.850 --> 00:01:12.030

Lia Atanat: And we've collaborated with Maryland public television, which is NPT of there and they are hosting the site.

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00:01:12.510 --> 00:01:20.550

Lia Atanat: And they do all the Web development for us, they are an excellent partner and they they produce educational content themselves.

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00:01:21.360 --> 00:01:30.810

Lia Atanat: The Maryland State Department of Education We work closely

with them to develop these resources to make sure that they aligned with Maryland state social studies curriculum.

10

00:01:31.080 --> 00:01:47.130

Lia Atanat: And finally, this project was a part of the teaching with primary sources program from the library of Congress, which is how we learned about rich and alison's work with CES and we're big fans of the work that they are doing, promoting.

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00:01:48.270 --> 00:01:57.450

Lia Atanat: Immigration history disability history and resources for working with l's and students with disabilities so i'm happy to be here today.

12

00:01:58.350 --> 00:02:12.780

Lia Atanat: So, before I actually share the kids with you, I wanted to do a little activity, so I hope you will humor me and I wanted to do a primary source analysis so i've got a primary source here for you.

13

00:02:13.380 --> 00:02:24.180

Lia Atanat: i'm not going to tell you anything about it, right now, because I want you to use your powers of observation and and I think not letting you know too much allows you to.

14

00:02:24.840 --> 00:02:37.680

Lia Atanat: pick out some more of the details than you would, if you knew the context right off the BAT So if you would just type in the chat the first things I want you to look for are the things that.

15

00:02:38.730 --> 00:02:49.680

Lia Atanat: That you can see, with your eyes, not the things that you would guess about just what do you see on the surface, that no one can refute so go ahead and type in the chat.

16

00:02:51.000 --> 00:02:52.290

Lia Atanat: What do you see here.

17

00:02:55.050 --> 00:03:00.480

Lia Atanat: All right, we got stars in the background flags kids children with big guys.

18

00:03:01.710 --> 00:03:03.240

Lia Atanat: killed children standing together.

19

00:03:07.440 --> 00:03:08.610

Lia Atanat: What else do you see.

20

00:03:09.630 --> 00:03:15.240

Lia Atanat: frowns alright, so we see their facial expressions one girl is wearing a scarf.

21

00:03:16.290 --> 00:03:17.730

Lia Atanat: they're holding things.

22

00:03:21.750 --> 00:03:23.070

Lia Atanat: What else can we see.

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00:03:25.710 --> 00:03:28.890

Lia Atanat: All right, good so it's not our 50 star flag.

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00:03:32.700 --> 00:03:37.230

Lia Atanat: tensile good yeah we see some 10 saw up at the top there.

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00:03:39.870 --> 00:03:41.850

Lia Atanat: A doll maybe presence.

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00:03:46.110 --> 00:03:49.920

Lia Atanat: Okay excellent so yeah These are the things that.

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00:03:51.030 --> 00:04:01.740

Lia Atanat: That we see on the surface, so now, I want you to take it one step further and what can you infer from this photo or what can you hypothesize about.

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00:04:03.150 --> 00:04:05.700

Lia Atanat: All right, there's a vine could be a plant.

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00:04:06.930 --> 00:04:09.390

Lia Atanat: Real artificial we don't know.

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00:04:18.120 --> 00:04:24.990

Lia Atanat: What hypotheses, can we make what background knowledge can we bring to this situation.

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00:04:28.560 --> 00:04:30.870

Lia Atanat: could be some kind of patriotic event.

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00:04:33.270 --> 00:04:36.990

Lia Atanat: Oh, maybe it's Christmas and these children are getting free gifts.

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00:04:39.570 --> 00:04:49.140

Lia Atanat: that's a good guess connecting it to the tinsel in the picture on the children are very serious, it seems like a very formal picture and are they immigrants.

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00:04:56.040 --> 00:05:01.440

Lia Atanat: out what can we guess about the time period any guesses about the time period here.

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00:05:07.620 --> 00:05:11.880

Lia Atanat: Early 1900s any guesses about the location.

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00:05:19.050 --> 00:05:21.870

Lia Atanat: Ellis Island could be.

37

00:05:23.190 --> 00:05:23.970

Lia Atanat: The US.

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00:05:25.980 --> 00:05:29.280

Lia Atanat: could be California 1950s.

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00:05:33.120 --> 00:05:39.060

Lia Atanat: All right, and finally um now we want you to think about what questions you're left with.

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00:05:40.590 --> 00:05:44.640

Lia Atanat: What questions do we still have, what can we not exactly answer.

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00:05:47.790 --> 00:05:53.040

Lia Atanat: And I know that a lot of these are still questions are they immigrants are they receiving gifts.

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00:05:54.480 --> 00:05:56.280

Lia Atanat: What kind of event, are they add.

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00:05:58.620 --> 00:06:01.230

Lia Atanat: Are they a family group good question.

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00:06:08.280 --> 00:06:18.030

Lia Atanat: What other questions are they are you left with yes, where are the adults, why was the picture taken and why are they so serious, who took the picture.

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00:06:21.780 --> 00:06:27.120

Lia Atanat: yeah good observation, so this is not our modern flag.

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00:06:32.250 --> 00:06:41.160

Lia Atanat: All right, thank you all for your observations, why do they look frightened yeah, why do they have those expressions on their faces absolutely.

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00:06:41.910 --> 00:07:00.690

Lia Atanat: Okay, so now i'm going to share some metadata with you that will illuminate some aspects of this primary source, so this sources from the library of Congress and for every item that the library of Congress has in their online collections they include metadata about it.

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00:07:01.860 --> 00:07:17.340

Lia Atanat: For some sources, they have lots and lots of metadata for others it's more sparse for this one, we know the title and the title is their first xmas in America Ellis Island so those of you who guess that they were immigrants and that it was Ellis Island, you are correct.

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00:07:19.170 --> 00:07:37.950

Lia Atanat: The sort of summary description that the library of Congress has included is that it's for immigrant children pose holding

supposedly gifts, we would presume gifts or objects, and we know that it was created in December of 1918, so it is the early 20th century.

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00:07:39.990 --> 00:07:48.780

Lia Atanat: And we have a little bit of other information about where this source was located at the library so.

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00:07:49.380 --> 00:07:59.070

Lia Atanat: At this point, we could go back to the picture and we have a little bit more information, we can fill in some of those gaps, but we might still be left with some questions.

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00:07:59.820 --> 00:08:10.110

Lia Atanat: So, if you would just go back in the chat and what questions are we still left with even after learning that information that we just learned about it.

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00:08:15.720 --> 00:08:22.260

Lia Atanat: Who was Paul Thompson yeah so we saw the name Paul Thompson is the one who created the photo print.

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00:08:26.490 --> 00:08:29.970

Lia Atanat: And who was he working for was he working for the US Government.

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00:08:34.410 --> 00:08:39.960

Lia Atanat: I think a lot of the questions we brought up before questions that we possibly still have.

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00:08:41.460 --> 00:08:44.250

Lia Atanat: Why were they being welcomed the guests was this common.

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00:08:47.880 --> 00:08:52.380

Lia Atanat: The biggest girl was holding a doll and she too young for this present.

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00:08:57.570 --> 00:09:01.170

Lia Atanat: All right, excellent and we still don't know much oh sorry too old.

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00:09:01.740 --> 00:09:14.910

Lia Atanat: And we still don't know much about these children state of mind right we still don't know why the picture was taken and we don't know exactly how they're feeling, but we do know that they were immigrants arriving at Ellis Island around Christmas time.

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00:09:16.110 --> 00:09:24.780

Lia Atanat: and rich I actually I think you might be writing to people in the waiting room I think i'm not sure if everyone can see what you're writing.

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00:09:27.240 --> 00:09:35.520

Lia Atanat: All right, i'm gonna move on, there was this propaganda, where they escaping World War one excellent.

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00:09:37.110 --> 00:09:37.530

Lia Atanat: Okay.

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00:09:39.300 --> 00:09:48.240

Lia Atanat: So what we've just done is a primary source analysis based on this primary source analysis tool that the library of Congress uses.

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00:09:48.750 --> 00:09:55.140

Lia Atanat: If you've ever been in to the library of Congress teacher resources, you might be familiar with this, or if you've.

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00:09:55.980 --> 00:10:09.150

Lia Atanat: If you've utilize the resources of at any of the other teaching with primary sources projects, you might also be familiar with this, so the first step that we did was we observed, we saw what was on the surface, what details could be notice.

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00:10:10.710 --> 00:10:24.870

Lia Atanat: That we moved on to reflect, so the reflect phase can include you know, introducing background knowledge, making connections between what we see and what we might already know, making hypotheses or predictions about what we're seeing.

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00:10:26.280 --> 00:10:40.710

Lia Atanat: And then, finally, the last stage, based on this tool is the question stage So what do we still not know, and this is designed

to be a cycle which you can enter at any point, and which you can.

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00:10:41.100 --> 00:10:50.130

Lia Atanat: move in any direction and revisit any step in it, so your first thought when you look at this image might be a question, you might start with a question.

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00:10:50.610 --> 00:11:00.930

Lia Atanat: And then start to you know make connections in your mind and get the wheels turning you might notice something new that you hadn't noticed before that add something new to the story.

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00:11:02.340 --> 00:11:14.220

Lia Atanat: So we encourage students to use this model, this is a great scaffold for students at any level, whether they are reading on level whether their honor students English learners.

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00:11:15.120 --> 00:11:17.550

Lia Atanat: All students can benefit from this scaffold here.

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00:11:18.210 --> 00:11:27.990

Lia Atanat: If you go to the library of Congress website their teacher resources they also have a teacher guide version of this and they have teacher guides for all different types of primary sources.

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00:11:28.260 --> 00:11:37.860

Lia Atanat: That have some guiding questions that you might use to direct your students, depending on whether it's a photograph a piece of music a video.

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00:11:38.340 --> 00:11:51.270

Lia Atanat: A newspaper article, etc, and then the box at the bottom encourages the students to do further investigation, so one image one primary source can't tell us everything about that event so.

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00:11:51.600 --> 00:12:01.740

Lia Atanat: that's the place where we decide Okay, what do I need to do more research to find out, I can research more about Paul Thompson that photographer and see what other work he did.

76

00:12:02.760 --> 00:12:12.270

Lia Atanat: see if we can find out where he was employed things like that and that might give us a little bit more insight about the situation in this photo on Ellis Island.

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00:12:13.320 --> 00:12:17.430

Lia Atanat: So that's one great scaffold which I encourage you all to use.

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00:12:18.600 --> 00:12:30.780

Lia Atanat: So the things that you can get students thinking about as they're analyzing primary sources are questions like these we want to kick start that process of inquiry for them.

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00:12:31.470 --> 00:12:50.250

Lia Atanat: get them thinking about who created the source, why they created it when they created it who they did it for what is it about what's the tone, so if any of you have ever taught la you might be familiar with this set of questions because it's very similar to soapstone which is.

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00:12:51.600 --> 00:12:55.470

Lia Atanat: A an analysis acronym for.

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00:12:57.600 --> 00:13:01.710

Lia Atanat: used in English teaching sometimes so soapstone stands for speaker.

82

00:13:03.000 --> 00:13:07.920

Lia Atanat: occasion audience purpose subject and tone.

83

00:13:08.910 --> 00:13:21.270

Lia Atanat: But those are all things that work in social studies as well and in history and in historical analysis Those are all we're looking for the same things there, so I find it very useful when analyzing primary sources to.

84

00:13:21.720 --> 00:13:34.440

Lia Atanat: And we're also thinking about what this adds to your students knowledge of the time period and whether it confirms what they already know, or maybe it conflicts with what they already know about that time period.

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00:13:35.340 --> 00:13:48.600

Lia Atanat: So when you practice primary source analysis with your students, these are the kinds of questions that you want to eventually become second nature to them, you want them to know what to look for when they're looking at a source.

86

00:13:51.060 --> 00:14:07.080

Lia Atanat: Okay, so now we'll get into the kits so the image that I just showed you was one of the primary sources from this inquiry kit called the immigrants of Ellis Island so as you can see here there are six sources and each kid.

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00:14:08.220 --> 00:14:21.180

Lia Atanat: Usually the kids have five primary sources 12345 and then the bottom right is usually a secondary source level appropriate as much as possible.

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00:14:21.720 --> 00:14:36.810

Lia Atanat: And from a reliable website that we know we can trust, so this one is from the Statue of Liberty Ellis Island foundation, and it has a summary of that history of immigrants to Ellis Island.

89

00:14:38.730 --> 00:14:55.320

Lia Atanat: Each in Greek, it also has three thinking questions, you can see, at the top, I know it's very small, but the questions read what does it mean to be an immigrant Why do people move to new countries what difficulties did immigrants face when they moved to the US in the early 1900s.

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00:14:56.400 --> 00:14:57.840

Lia Atanat: This kit is.

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00:14:58.980 --> 00:15:17.430

Lia Atanat: In our upper elementary collection, the bulk of our kits are intended for middle and high school students will we have a small selection of elementary kits so the questions here are are a little bit simpler, but they might become more complex than the other kids.

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00:15:19.260 --> 00:15:33.960

Lia Atanat: So for each of these you would be able to click through on the image and i'll i'll show you this in a second i'll share my screen and the Web browser so we can explore a little bit, but they each have

a brief summary so students can know how they fit into this story.

93

00:15:37.020 --> 00:15:52.320

Lia Atanat: All right, just a little bit more about the project, what are the inquiry kits they are sets of mostly library of Congress documents we tried to utilize those library resources as much as we could, of course, the library.

94

00:15:53.970 --> 00:16:02.610

Lia Atanat: has more sources in some subjects than it does in others, so we have looked at other collections and repositories to fill in the gaps.

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00:16:03.240 --> 00:16:08.850

Lia Atanat: For example, it's hard to find ancient history and medieval history in the library of Congress.

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00:16:09.810 --> 00:16:16.650

Lia Atanat: collections, so we have also looked at places like museums and university collections to fill in where we can.

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00:16:17.490 --> 00:16:26.760

Lia Atanat: The kids are grouped by social Studies Unit, which again i'll i'll be showing you in just a second five primary sources a secondary source and three thinking questions.

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00:16:27.510 --> 00:16:45.480

Lia Atanat: And the site also includes 12 research learning modules which are a great great part of this project and we've gotten a lot of praise for them and how they help students through the different stages of creating a research project, and I will make sure to show those to you as well.

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00:16:48.720 --> 00:16:52.410

Lia Atanat: So why did we create the inquiry kits and what are they for.

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00:16:53.250 --> 00:17:05.400

Lia Atanat: The inquiry kits were originally designed a starter kits for students beginning research project, so I told you at the beginning of this that I work for Maryland history day, so this is really how we brought these things together.

101

00:17:06.210 --> 00:17:14.010

Lia Atanat: We thought that this would be a great way to get kids started on their history day their national history day projects.

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00:17:14.610 --> 00:17:17.040

Lia Atanat: We give them just a small selection.

103

00:17:17.430 --> 00:17:29.670

Lia Atanat: of primary sources to kickstart their research and encourage them to go further Okay, once you click through to the library of Congress website now it's your chance to dig a little bit deeper and see what you can find in your search.

104

00:17:30.450 --> 00:17:41.280

Lia Atanat: And we also wanted to provide a broad range of topics for them to pick from that were already narrowed down that weren't these big big.

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00:17:43.530 --> 00:17:49.950

Lia Atanat: These huge overarching topics like you know the civil rights movement is too big, how can we make that smaller.

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00:17:50.400 --> 00:17:58.980

Lia Atanat: Well, we can narrow it down to something like we shall overcome we can just look at that one song and see what that meant and what it contributes to that era.

107

00:17:59.670 --> 00:18:10.020

Lia Atanat: And that's what we encourage students to do for national history day that's what we want them to be doing for any research project because they pick something like the civil rights movement it's way too big.

108

00:18:10.950 --> 00:18:28.380

Lia Atanat: So we think these are great starters, for that, but they can also be used by teachers, so we encourage teachers to take a look at these use them in your lesson planning create activities that are based around them can use primary source analysis as a warm up activity.

109

00:18:30.060 --> 00:18:41.130

Lia Atanat: The range of applications for these in crickets I think are quite broad so explore the different ways that these can fit into your classroom.

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00:18:42.000 --> 00:18:59.760

Lia Atanat: The kids were designed to be accessible to a wide range of six to 12th graders and now with our new elementary kits we can include fourth and fifth and we are working on a set for lower elementary as well we're hoping to to cover the whole spectrum of K 12 students.

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00:19:01.260 --> 00:19:07.680

Lia Atanat: We have different types of sources that can appeal to both emerging leaders and honor students.

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00:19:09.000 --> 00:19:14.340

Lia Atanat: Their captions and questions that use accessible language and the topics again have this broad range.

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00:19:15.660 --> 00:19:18.000

Lia Atanat: and attract this broad range of interest.

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00:19:19.200 --> 00:19:25.650

Lia Atanat: I wanted to briefly talk about how the inquiry kits can connect with the the universal design for learning.

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00:19:26.400 --> 00:19:40.290

Lia Atanat: Based on these different principles for first of all, the multiple names of representation again the topics represent these diverse interests, cultures and geography and also the different types of sources, allow the students to.

116

00:19:42.210 --> 00:19:56.910

Lia Atanat: To engage and to get that knowledge and in a variety of ways they are active and building the knowledge that they're gaining and the kids can help build context for unfamiliar topics so again their own.

117

00:19:58.710 --> 00:20:05.040

Lia Atanat: style of learning their own means of learning and gaining information is represented by that variety.

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00:20:06.690 --> 00:20:20.430

Lia Atanat: Multiple means that action and expression, the kids can be paced according to student need everything is on the Internet and can be accessed by students at any time, so you can send it home as a homework.

119

00:20:21.690 --> 00:20:29.970

Lia Atanat: You can have them, you know doing this in the classroom this the research learning modules are self paced as well.

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00:20:31.170 --> 00:20:39.060

Lia Atanat: And then finally multiple means of engagement, so allow the kids allow the opportunity for students to choose their topic.

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00:20:39.600 --> 00:20:46.350

Lia Atanat: If you set it up that way in your classroom students can either work in these kits individually or in groups.

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00:20:46.560 --> 00:21:01.260

Lia Atanat: So there's really this broad range of ways that students can engage with the material and ways that they can connect with it and ways that they can use them to to build their knowledge base on these topics.

123

00:21:03.180 --> 00:21:12.120

Lia Atanat: Okay, so after that introduction, I want to actually show you what the kids look like, so I am going to jump jump into my web browser.

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00:21:15.750 --> 00:21:22.470

Lia Atanat: So, give me just one second to bring that up, so this is the site think port.org slash tps.

125

00:21:23.730 --> 00:21:24.360

Lia Atanat: and

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00:21:25.440 --> 00:21:28.410

Lia Atanat: And i'm going to click here and create kits for social studies.

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00:21:30.570 --> 00:21:39.090

Lia Atanat: And this is the landing page for the infrequent project we have four collections elementary kits us kids world history and US Government.

128

00:21:39.960 --> 00:21:53.790

Lia Atanat: i'm going to start with the US kits just to show you what this looks like and, as you can see, we have it organized chronologically into these chronological and also thematic units.

129

00:22:00.450 --> 00:22:01.140

Lia Atanat: and

130

00:22:02.340 --> 00:22:12.630

Lia Atanat: And so you can see we're moving through time here and I just want to show you one of the kits we have here so i'm clicking through on this is in challenges of a new century.

131

00:22:13.680 --> 00:22:19.740

Lia Atanat: To 1929 and i'm clicking through on William hoy def major league baseball player.

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00:22:21.930 --> 00:22:29.250

Lia Atanat: And so, as you can see here we've got three thinking questions Why do people call William point dummy.

133

00:22:30.090 --> 00:22:43.560

Lia Atanat: How did William boys deafness affect his career in the sport of baseball and how does William boy's life reflect the progressive era from the 1890s to the 1920s, so these questions, give the students something to focus on.

134

00:22:44.490 --> 00:22:56.550

Lia Atanat: This is an interesting one, because this can really be an entree into the conversation, of how to use outdated terminology or terms that are no longer accepted.

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00:22:58.950 --> 00:23:12.120

Lia Atanat: And you know, this would take a conversation where you explained that there was a historical term, which is no longer used that the term Dom for people who do not speak, and also that.

136

00:23:12.690 --> 00:23:18.420

Lia Atanat: That was the name that he preferred at that time, but it's important to remember that, that is, you know.

137

00:23:19.170 --> 00:23:33.390

Lia Atanat: From this time period and it's no longer acceptable, and especially if you have English learners in your classroom you know they might not know the term they might not know its implications, so this could be a conversation starter.

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00:23:37.980 --> 00:23:49.680

Lia Atanat: So, again we've got a couple images, here we have three newspaper articles that mentioned William hoy and we have a short biography from a university.

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00:23:51.150 --> 00:24:00.960

Lia Atanat: So that's just one example of one of our increased kits I will show you one more going to go back to that landing page back to the increased kits.

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00:24:03.390 --> 00:24:13.440

Lia Atanat: And i'm clicking on the elementary kits and because we only have 10 of them right now we don't have them organized into units, we just have them all on this main page.

141

00:24:14.850 --> 00:24:18.750

Lia Atanat: And that that's the immigrants kit that I showed you earlier.

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00:24:19.860 --> 00:24:22.320

Lia Atanat: And here we've got one kit on Braille.

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00:24:25.770 --> 00:24:31.050

Lia Atanat: So, again it's meant for upper elementary students, we start simple what is Braille.

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00:24:31.530 --> 00:24:46.560

Lia Atanat: In three examples of where you can find Braille writing and in what ways did the creation of Braille changed the lives of blind people, and we have a variety of sources, we have a newspaper

article, we have a photograph we have an illustration.

145

00:24:47.880 --> 00:24:53.370

Lia Atanat: there's a picture from a children's book and transcribed music and Brown.

146

00:24:54.810 --> 00:25:04.170

Lia Atanat: And then, our secondary source here is a video so we we keep it different we keep it interesting and we really try to engage students, so that everyone find something to draw them in.

147

00:25:06.990 --> 00:25:11.820

Lia Atanat: And again just to demonstrate for each source, you can click through.

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00:25:12.840 --> 00:25:23.340

Lia Atanat: The sources at the library of Congress, we can actually click on the image and it allows us to zoom in some some on some photos and images more than others.

149

00:25:23.970 --> 00:25:34.290

Lia Atanat: And then, if we scroll down, we can get to that metadata where we can learn a little bit more about the image that we see, so we can see that this was published in 1931 or 32.

150

00:25:36.210 --> 00:25:44.520

Lia Atanat: Okay, and just to go back to the inquiry kits one more time and thanks allison for putting that link in the chat.

151

00:25:45.870 --> 00:25:53.250

Lia Atanat: So I wanted to show you the research learning modules and I think our little zoom thumbnails are covering it up, but.

152

00:25:54.900 --> 00:26:04.950

Lia Atanat: On every page wherever you are on in the Gray kits if you go to the right column menu at the top, there is a link for the research learning module so i'm going to click through.

153

00:26:09.810 --> 00:26:24.840

Lia Atanat: And there are 12 different modules and like I said before they take you through the process of doing a research project, so we

start with how to use primary and secondary sources analyzing primary sources writing a thesis statement.

154

00:26:26.460 --> 00:26:34.980

Lia Atanat: digging for sources evaluating sources so you know figuring out if they are reliable, if they have bias.

155

00:26:37.620 --> 00:26:42.390

Lia Atanat: And I am going to click through on one of these just to show you what it looks like.

156

00:26:43.560 --> 00:26:56.280

Lia Atanat: So each module starts with a short video we had real local students young actors act out these scenarios where they're having trouble with some part of their.

157

00:26:57.360 --> 00:27:03.810

Lia Atanat: Their research project and at least the students in we have lesson objectives at the beginning.

158

00:27:05.370 --> 00:27:08.370

Lia Atanat: And then each page takes them through.

159

00:27:09.540 --> 00:27:17.580

Lia Atanat: You know refreshing their memory or teaching them a concept like what is the thesis statement what should it do what should it include.

160

00:27:19.260 --> 00:27:36.300

Lia Atanat: And then we have these different ways of engaging them and and having them interact with it, so there are some quiz like elements to it really do things themselves an example of how to break down a thesis statement.

161

00:27:37.650 --> 00:27:48.150

Lia Atanat: into its different parts and we encourage students for history day to fits in again we encourage students to include those details, the WHO what when where.

162

00:27:49.200 --> 00:28:00.870

Lia Atanat: And then, also the impacts what were the impacts because

that's really how we can find out how why an event was historically significant put it all together into the final thesis statement.

163

00:28:02.130 --> 00:28:13.650

Lia Atanat: And then there is a page where the students can do it themselves over here on conquer it so we give them the Info they need, and then they write their own thesis statement in the blank here.

164

00:28:14.430 --> 00:28:21.420

Lia Atanat: At the end there's an exit ticket really student checks off the things that they learned the pages that we've been completed.

165

00:28:22.890 --> 00:28:30.150

Lia Atanat: So we think that this is an excellent way of you know encapsulating these big ideas, giving students, a way to practice them at home.

166

00:28:31.380 --> 00:28:33.630

Lia Atanat: and reinforcing those concepts.

167

00:28:34.710 --> 00:28:35.550

Lia Atanat: So.

168

00:28:37.050 --> 00:28:37.800

Lia Atanat: All right.

169

00:28:40.230 --> 00:28:41.280

Lia Atanat: At this point.

170

00:28:43.410 --> 00:28:51.330

Lia Atanat: All right, i'm going to stop sharing again and I were l i'm going to share my PowerPoint again sorry, and I want to give you all the.

171

00:28:51.330 --> 00:28:52.830

Lia Atanat: chance to.

172

00:28:54.360 --> 00:29:11.250

Lia Atanat: explore the kids a little bit on your own, but I wanted to give it a twist so what i'm going to ask you to do is we're going to

put you in breakout rooms, but there aren't that many of us, and maybe we can do just too small breakout rooms, I am going to give you a kit to take a look at.

173

00:29:12.990 --> 00:29:28.980

Lia Atanat: Look at the different primary sources in the kit and think of how they add to that story, and I want you to try to write a thesis based on the story those sources tell i'll tell you right now that the kit i'm going to give you is about CESAR Chavez.

174

00:29:30.960 --> 00:29:51.030

Lia Atanat: And in your thesis statement again try to address the who, what, when and where and the impacts of that topic or event okay so i'll leave it up to you in your group, if you want to divide out the primary sources or look at them together i'm going to give you 10 minutes to work on this.

175

00:29:52.080 --> 00:29:58.710

Lia Atanat: So i'm going to stop sharing there and and I will pop the kit in the chat.

176

00:30:04.230 --> 00:30:14.670

Rich Cairn: i'll give you a minute all of you, a minute to copy that before I open the breakout rooms, because I don't think you have access to the chat once you get into the breakout room.

177

00:30:14.760 --> 00:30:27.150

Lia Atanat: Yes, okay so i've just put the link to the kit in the chat it's called viva la Casa and it's it's about CESAR Chavez, and the migrant worker strikes that he led.

178

00:30:28.260 --> 00:30:33.930

Lia Atanat: So how can you write a thesis about about that think about the impact of what he did right.

179

00:30:36.330 --> 00:30:42.240

Lia Atanat: And again we'll we'll give you 10 minutes and I guess, we can send you into the breakout rooms whenever.

180

00:30:43.530 --> 00:30:44.910

Lia Atanat: Whenever that gets set up.

181

00:30:45.630 --> 00:30:45.990

Okay.

182

00:31:24.480 --> 00:31:25.560

Alison Noyes: I think we're recording.

183

00:31:27.690 --> 00:31:29.490

Rich Cairn: breakouts, but I just turned it back on.

184

00:31:29.730 --> 00:31:48.750

Lia Atanat: Okay excellent so so thank you for exploring a little bit, can I hear from i'll start with the other group that I wasn't in and would you like to tell me either the thesis you came up with, or if you did not end up with a thesis some of the observations that you made.

185

00:31:50.520 --> 00:31:52.680

Leah Watson-Rodgers, Elem TOA: A funny I think she's gonna ask us and.

186

00:31:53.400 --> 00:31:57.930

Alison Noyes: You an observation that I thought was really cool, which was that.

187

00:31:59.040 --> 00:32:19.950

Alison Noyes: 40 acres being the name of the headquarters, was it an allusion to the promise to African Americans after the civil war for 40 acres and that that was potentially at you know it was it was it was a statement of alliance.

188

00:32:22.260 --> 00:32:26.190

Alison Noyes: For for rights that were brought in, and.

189

00:32:27.990 --> 00:32:30.000

Alison Noyes: And and promised and not delivered.

190

00:32:31.800 --> 00:32:33.990

Lia Atanat: Good observation and I never thought of that.

191

00:32:34.050 --> 00:32:35.490

Rich Cairn: And I don't know if that's.

192

00:32:35.670 --> 00:32:37.950

Lia Atanat: intentional or not, but yeah.

193

00:32:38.790 --> 00:32:40.080

Leah Watson-Rodgers, Elem TOA: That was the first thing I noticed.

194

00:32:40.140 --> 00:32:47.310

Leah Watson-Rodgers, Elem TOA: yeah we have an African American nice thing I noticed and our thesis statement actually went along with that, in the sense that.

195

00:32:47.700 --> 00:32:51.570

Leah Watson-Rodgers, Elem TOA: We decided to focus on the fact that this was just a continuation.

196

00:32:52.050 --> 00:32:58.620

Leah Watson-Rodgers, Elem TOA: Of the civil rights movement and the need for civil rights within America across different groups so.

197

00:32:58.950 --> 00:33:06.600

Leah Watson-Rodgers, Elem TOA: We did have Martin Luther King jr and then we have the whole women's rights, and then we have CESAR Chavez, and right now we have LGBT Q and.

198

00:33:06.840 --> 00:33:16.020

Leah Watson-Rodgers, Elem TOA: there's that constant fight and what's interesting is that, even though we have the civil rights movement no group has ever really succeeded.

199

00:33:16.410 --> 00:33:28.380

Leah Watson-Rodgers, Elem TOA: in getting what they want it, because at this moment I mean if you talk to migrant farm workers same situation African American same women like nothing ever really resolves here in America so it's interesting.

200

00:33:28.800 --> 00:33:29.160

yeah.

201

00:33:30.270 --> 00:33:39.900

Lia Atanat: Thank you for that observation, and I think in my group ellie and justin had something sort of similar to say that sort of ties into that.

202

00:33:41.460 --> 00:33:53.580

Justin Gaston: yeah so I was just jotting down something to say something, because we didn't get around to finishing our thesis, but what we did notice was that he was recognized significantly later.

203

00:33:54.480 --> 00:34:03.660

Justin Gaston: Like well beyond death, so I was thinking our thesis could be something along the lines like this and ellie said something very elegant that we didn't write down and.

204

00:34:05.250 --> 00:34:18.270

Justin Gaston: We missed that opportunity so CESAR Chavez his efforts during his life have continued to impact has continued to not have to continue to impact Americans long after his death in many ways, but along those lines.

205

00:34:19.290 --> 00:34:19.590

well.

206

00:34:23.220 --> 00:34:27.300

Lia Atanat: Excellent well, thank you guys for for bringing those observations, obviously.

207

00:34:28.230 --> 00:34:38.790

Lia Atanat: it's hard to write a thesis statement in 10 minutes and I wouldn't expect anyone to do that and I definitely wouldn't expect you to do that activity with your students in that short time that could be a whole lesson.

208

00:34:39.300 --> 00:34:47.340

Lia Atanat: You built in, but thanks for humoring me and taking a closer look at this kit and I hope you found it valuable.

209

00:34:48.600 --> 00:34:58.680

Lia Atanat: I want to do another really brief activity that we can hopefully all collaborate on i've got a jam board here, I just want to take a couple of minutes and i'll send it to you in the chat.

210

00:35:01.230 --> 00:35:10.710

Lia Atanat: So there's the jam board, and I wanted you to think so we did an activity where we tried to devise a thesis statement based on this collection of primary sources that we had.

211

00:35:11.130 --> 00:35:25.620

Lia Atanat: So what other activities might you do with your students using this small collection of primary sources so in the jam board, you can and i'll share my screen, just in case anybody can't see it.

212

00:35:27.450 --> 00:35:28.200

Lia Atanat: Because I know that.

213

00:35:29.640 --> 00:35:31.350

Lia Atanat: People have trouble sometimes.

214

00:35:32.430 --> 00:35:40.620

Lia Atanat: So here's the jam board and to add something to the board you just click this little piece of paper here on the side which is a sticky note.

215

00:35:41.790 --> 00:35:48.660

Lia Atanat: And then you just type in what you think would make a good activity using these engraved kids so it might be something like a gallery walk.

216

00:35:49.920 --> 00:35:53.580

Lia Atanat: And then I press save and there we go it's added to the wall.

217

00:35:54.780 --> 00:35:59.880

Lia Atanat: So I just want to take maybe two minutes let's get as many ideas up there, as we can.

218

00:36:01.440 --> 00:36:06.300

Lia Atanat: What activities, could you do with your students, using the inquiry kits as a starting point.

219

00:36:15.840 --> 00:36:19.500

Lia Atanat: Okay, research, their own questions like, who is a photographer.

220

00:36:20.580 --> 00:36:26.580

Lia Atanat: What else did he make pictures of why what difference did it make yeah excellent.

221

00:36:28.050 --> 00:36:32.790

Lia Atanat: So research questions are always an excellent way to start.

222

00:36:33.900 --> 00:36:37.380

annbarysh: Leah, how do we, how do we grab that sticky.

223

00:36:38.490 --> 00:36:40.950

Lia Atanat: You just click on it after you're done writing.

224

00:36:42.000 --> 00:36:45.870

Lia Atanat: You can click off the box of the new one appears and then click on your.

225

00:36:47.670 --> 00:36:49.800

Lia Atanat: thing and we're just drag it across the screen.

226

00:36:52.170 --> 00:36:58.380

Alison Noyes: We can't do it, I was trying to move it on my screen I realized, I have to do it on my side thing.

227

00:36:59.400 --> 00:37:00.240

annbarysh: On your what.

228

00:37:00.780 --> 00:37:05.340

Alison Noyes: Like I on the little window I opened, I was trying to move the thing on the zoom.

229

00:37:05.370 --> 00:37:06.000

Rich Cairn: which was silly.

230

00:37:07.680 --> 00:37:10.740

Rich Cairn: there's there's reflect on current events.

231

00:37:11.700 --> 00:37:30.180

Lia Atanat: Excellent yeah reflect on current events there's so many ways to tie in current events to some of these kits that we have especially especially around things like protest, you know that's that's a theme throughout history, and something another way to teach your students about that.

232

00:37:32.700 --> 00:37:50.310

annbarysh: Why, I can't figure out how to do it, but what I really love about these kits and it's kind of was always kind of my special thing is kind of teaching habits of mind that making mistakes is good.

233

00:37:51.780 --> 00:37:57.570

annbarysh: jump you know jumping to conclusions and how did I go down the wrong path i'm.

234

00:37:59.010 --> 00:38:05.010

annbarysh: Particularly I think middle school kids have a hard time kind of jumping into the deep end.

235

00:38:05.310 --> 00:38:09.570

annbarysh: So I I love this stuff I have to tell you.

236

00:38:10.020 --> 00:38:20.700

Lia Atanat: Excellent yeah and that sort of goes along with you know letting them know that it's okay to have questions it's Okay, not to know the answers and that's sort of the point where we're trying to get them to.

237

00:38:21.780 --> 00:38:28.710

Lia Atanat: figure out the the tools that they need to learn the answers on their own so they're always going to start with those questions.

238

00:38:31.920 --> 00:38:48.540

Lia Atanat: let's see let's student pick one source as the subject of a quick right at the start of class yeah absolutely, so there are ways that you can integrate this into creative activities productive activities, you can have them write skits or postcards based on.

239

00:38:49.920 --> 00:39:00.150

Lia Atanat: The top eric's or the people in these kids kW charts excellent, so what they already know what they want to know what they've learned.

240

00:39:02.640 --> 00:39:05.520

Lia Atanat: continuity and change over time yeah.

241

00:39:07.050 --> 00:39:14.700

Lia Atanat: So these kits you know, like I said each each unit sort of has an overarching theme to it.

242

00:39:15.750 --> 00:39:23.640

Lia Atanat: So it might be up to the students to figure out how that fits into the theme and how it fits into that that broader story beyond that one unit.

243

00:39:25.620 --> 00:39:28.950

Lia Atanat: Excellent well, thank you guys for this quick little activity.

244

00:39:30.360 --> 00:39:38.280

Lia Atanat: i'm going to go back to my PowerPoint just very briefly, I know we're reaching the end I just have two more slides to share with you.

245

00:39:39.480 --> 00:39:43.140

Lia Atanat: Again i'm just going to bring up national history day Oh, am I sharing.

246

00:39:43.800 --> 00:39:44.220

Rich Cairn: Oh yeah.

247

00:39:44.910 --> 00:39:45.630

Lia Atanat: Oh sorry.

248

00:39:47.490 --> 00:39:47.970

Lia Atanat: Okay.

249

00:39:49.050 --> 00:39:49.650

Lia Atanat: Here we are.

250

00:39:50.940 --> 00:39:57.510

Lia Atanat: So I just wanted to bring up national history day again as a closer, because I am such a big fan of it.

251

00:39:58.110 --> 00:40:10.530

Lia Atanat: So, if any of you are working with middle or high school students, this is a project based learning opportunity where students do primary and secondary source research, they can choose any topic that they want, which is a great motivator.

252

00:40:11.700 --> 00:40:19.560

Lia Atanat: You know if they're interested in sports, they can do sports if they're interested in music, they can do something with music it doesn't have to be these traditional history topics.

253

00:40:21.030 --> 00:40:26.010

Lia Atanat: Students are encouraged to come to their own conclusions and to use the sources of evidence.

254

00:40:26.340 --> 00:40:40.410

Lia Atanat: And then there are five different types of media through which they can present their research paper exhibit website documentary or performance so again we're giving them this element of choice of expression.

255

00:40:43.380 --> 00:40:51.150

Lia Atanat: And yeah so they can any she can sort of be considered like a portfolio so they're they're creating it, step by step.

256

00:40:51.750 --> 00:40:57.870

Lia Atanat: First they're choosing a topic then they're starting to gather their research and they might turn in a preliminary bibliography.

257

00:40:58.290 --> 00:41:02.730

Lia Atanat: And then they might turn in you know, an outline of what they're doing.

258

00:41:02.940 --> 00:41:13.830

Lia Atanat: So, by the end of it, they have this collection of all the things that they've produced around this topic and they're going to bring it together into this presentation at the end after they do all their research all their writing.

259

00:41:15.330 --> 00:41:26.280

Lia Atanat: But it's an excellent curriculum and it's an excellent way to build skills around inquiry around constructing a historical arguments and and supporting it with evidence.

260

00:41:28.140 --> 00:41:35.550

Lia Atanat: Not big in Massachusetts oh no well I every state has an affiliate So if you are interested.

261

00:41:36.270 --> 00:41:49.560

Lia Atanat: You know, find your state affiliate and you can learn more information i'm also happy to talk with you about it, if you are, if you can't find enough resources in your state i'm going to put my email up on the screen in just a second.

262

00:41:51.420 --> 00:42:00.780

Lia Atanat: And then the other thing that I wanted to share with you is that we are holding summer teacher institute's this year through Maryland humanities.

263

00:42:01.890 --> 00:42:20.220

Lia Atanat: The the title is primary sources and project based learning and we sort of created it as as a boot camp for history day at the beginning, so each participant creates a sort of mini history day project but you'll also attend webinars about.

264

00:42:22.530 --> 00:42:30.600

Lia Atanat: about different different ways to do research we're partnering with salisbury university and they have a great collection of.

265

00:42:31.110 --> 00:42:46.980

Lia Atanat: Historical sources on the delmarva peninsula, so in the Delaware Maryland Virginia region, and then we also have a partnership with the national archives and we use the sources and their collections and we'll see demos on their resources as well.

266

00:42:49.050 --> 00:42:57.690

Lia Atanat: Both of these are during the month of July and if you'd like more info I can also put that up in the chat in just a second.

267

00:42:58.410 --> 00:43:11.250

Lia Atanat: But if you are interested in learning more about the inquiry kits history day or this summer teacher institute's my email address is right up here on the screen and so i'm going to put that in the chat as well.

268

00:43:18.720 --> 00:43:20.910

Lia Atanat: And i'm going to stop sharing.

269

00:43:24.660 --> 00:43:28.110

Lia Atanat: And and we've got just a couple of minutes.

270

00:43:29.190 --> 00:43:40.950

Lia Atanat: If y'all have any questions and i'm just adding a link to the chat This is our professional development, page where you can learn more about those summer institutes and there is a an application button on there.

271

00:43:43.020 --> 00:43:43.770

Lia Atanat: and

272

00:43:45.480 --> 00:43:48.030

Lia Atanat: And again i'm just drop the link for the crickets.

273

00:43:50.910 --> 00:44:05.100

Lia Atanat: Alright, thank you all so much for coming, I hope that you found these kits useful, I hope that you find a way to work them into whatever sort of curriculum you're devising for your students, I really.

274

00:44:06.210 --> 00:44:10.530

Alison Noyes: Oh, I just wanted to, I think we have a couple more resources to offer as well.

275

00:44:10.710 --> 00:44:11.160

sure.

276

00:44:14.880 --> 00:44:17.760

Alison Noyes: Rich did we have a slide or two yeah.

277

00:44:18.960 --> 00:44:22.020

Rich Cairn: So if you go to our website.

278

00:44:24.900 --> 00:44:35.460

Rich Cairn: And you didn't make sure okay good, and if you go to our website emerging america.org, we have to have the things there are portals to.

279

00:44:37.200 --> 00:44:42.750

Rich Cairn: Disability history through primary sources and immigration history through primary sources.

280

00:44:43.500 --> 00:44:51.780

Rich Cairn: So it includes the library of Congress, but a whole lot of other collections and things like report that we send people to we've also got a number of.

281

00:44:52.560 --> 00:45:03.480

Rich Cairn: teacher written lesson plans on our website on, particularly on those two topics, but a big part of our work is to make lessons accessible so we've got accessible teacher written lessons.

282

00:45:05.190 --> 00:45:15.630

Rich Cairn: I also want to point out there's a document and allison can you put that link in the in the chat the.

283

00:45:16.860 --> 00:45:20.250

Rich Cairn: Those of you have heard about the educating for American democracy.

284

00:45:22.020 --> 00:45:39.630

Rich Cairn: it's a national movement to really put juice into teaching civics and history and we're working with them to particularly think about the needs of English learners and of students with disabilities and we've already got a document on.

285

00:45:40.860 --> 00:45:45.930

Rich Cairn: Thinking about extending it to disability history and students with disabilities so that's what that is.

286

00:45:46.440 --> 00:45:56.550

Rich Cairn: there's also a survey if you're interested in learning more about our disability history curriculum and or giving comments on the roadmap this.

287

00:45:57.240 --> 00:46:09.210

Rich Cairn: Educating for American democracy roadmap and the work we're doing on disability history and so forth, and then lastly i'll just say we offer graduate courses, one on teaching disability history.

288

00:46:09.870 --> 00:46:24.600

Rich Cairn: we're doing one in June on disability history in New England from 1632 1930 it's a partnership with a local museum and then but it's a national seminar with presenters from actually a couple from England.

289

00:46:26.130 --> 00:46:37.380

Rich Cairn: And all over the US, and then we have a course called accessing inquiry for students with disabilities through primary sources so you can either get continuing education units or graduate credit for that course.

290

00:46:38.580 --> 00:46:39.180

Rich Cairn: and

291

00:46:40.380 --> 00:46:54.090

Rich Cairn: we're offering a section in that this summer, these days, it's fully online we've taught it many times in person, these days, that's fully online and our course on English learners we currently have one running but we plan to offer that.

292

00:46:55.470 --> 00:47:12.900

Rich Cairn: So um I will stop sharing and if anybody wants to ask questions we're just a hair past five o'clock but if i'm happy to hang out and answer questions or hear people's ideas or resources that you want to share.

293

00:47:14.130 --> 00:47:27.690

Rich Cairn: So thank you all for coming i'm so appreciative of teachers and all the work you do and it's teacher appreciation day too, and you know, at the end of the day, to show up at stuff i'm i'm just so impressed.

294

00:47:28.770 --> 00:47:29.370

Rich Cairn: Thank you.

295

00:47:34.920 --> 00:47:35.940

annbarysh: Thank you Leah.

296

00:47:36.330 --> 00:47:45.090

Lia Atanat: yeah Thank you all for coming, and please feel free to contact me if you have any questions or or need resources for anything that i've mentioned.

297

00:47:45.480 --> 00:47:48.360

annbarysh: So this is really beautifully presented.

298

00:47:50.070 --> 00:47:50.850

annbarysh: material.

299

00:47:51.240 --> 00:47:51.780

Lia Atanat: And yeah.

300

00:47:52.110 --> 00:48:01.080

annbarysh: And I think that it can all I think it can be used about how to think historically all kinds of way so graduations.

CHAT

00:31:19 Ellie Reich: LOVE National History Day!!!

00:31:36 Alison Noyes: No worries at all – so glad you all are here!

00:33:34 Justin Gaston: dolls

00:33:35 Alison Noyes: Stars in the background

00:33:37 Ellie Reich: flags

00:33:37 Justin Gaston: kids

00:33:40 Leah Watson-Rodgers, Elem TOA: children standing together

00:33:49 Justin Gaston: frowns

00:33:52 annbarysh: Children holding things
00:33:52 Alison Noyes: scarf
00:34:12 annbarysh: A doll . Presents?
00:34:12 Justin Gaston: tinsel
00:34:30 Alison Noyes: Vine on right - a plant?
00:35:04 Alison Noyes: are they holding gifts?
00:35:05 Leah Watson-Rodgers, Elem TOA: Maybe its Christmas and these children are getting free gifts
00:35:17 annbarysh: Children are very serious? Formal picture of children receiving gifts. Are they immigrants.
00:35:47 Leah Watson-Rodgers, Elem TOA: early 1900's
00:35:59 Leah Watson-Rodgers, Elem TOA: Ellis Island??
00:36:06 annbarysh: I would guess it was the 1950's?/California
00:36:39 Alison Noyes: Are they a family group
00:36:49 Ellie Reich: Where are the adults
00:36:51 annbarysh: Why was this picture taken? Why are the children so serious?
00:36:54 Justin Gaston: The stars on the flag are in even rows so its before 1959
00:37:15 Justin Gaston: why do they look frightened?
00:39:18 Alison Noyes: Why were they being welcomed with gifts? Was it common to do this?
00:39:21 annbarysh: The biggest girl was holding a doll. Is she too young for this present?
00:39:40 annbarysh: errr too old
00:39:58 annbarysh: Was this propoganda
00:40:03 Leah Watson-Rodgers, Elem TOA: Were the escaping WWI
00:40:12 Rich Cairn: Oops!
00:40:22 Rich Cairn: Love the question about "was this common?" We ask that about Ancient Greece, but not often enough about our own history.
00:41:19 Leah Watson-Rodgers, Elem TOA: Can you provide the websites?
00:41:32 Rich Cairn: <https://www.loc.gov/programs/teachers/>
00:41:39 Leah Watson-Rodgers, Elem TOA: Thank you.
00:41:46 Rich Cairn: <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>
00:41:53 Alison Noyes: <https://www.loc.gov/programs/teachers/about-this-program/>
00:42:39 annbarysh: Great way for students to learn how to generate "researchable questions"
00:43:21 Leah Watson-Rodgers, Elem TOA: Love it!! Working on QFT with my teachers. Perfect Qfocus!
00:44:34 annbarysh: I was thrown off by the clothing... It looked "modern."
00:44:55 Alison Noyes: https://www.scusd.edu/sites/main/files/file-attachments/soapstone_graphic_organaizer_for_rhetorical_analysis_11-7-.pdf?1455320842
00:45:12 Rich Cairn: Our webinar on inclusion and the QFT is May

13. <https://www.collaborative.org/events-and-courses/2021-spring-webinar-series-inclusion-civic-learning>

00:45:34 Alison Noyes: @Ann, I thought the clothing was pretty timeless, too – outerwear changed less until later 20th c.

00:46:35 Rich Cairn: Thinkport link: <https://thinkport.org/tps/inquiry-kits.html>

00:48:00 Rich Cairn: The Library of Congress also organized the World Digital Library – a selection of 19,000 choice items from 190 libraries around the world.

00:48:04 Rich Cairn: <https://www.wdl.org/en/>

00:49:49 Leah Watson-Rodgers, Elem TOA: Woohoo! Primary kids need this as well.

00:50:05 Alison Noyes: Hear, hear!

00:50:30 annbarysh: Great way for students to understand how Historians think and behave... What happens when a hypothesis is wrong... dealing with mistakes

00:52:10 Rich Cairn: <https://thinkport.org/tps/>

00:52:35 annbarysh: Are any of these the “grandchildren” of TAH grants?

00:53:56 Alison Noyes: Definitely our project at EmergingAmerica.org has Teaching American History grant roots.

00:54:03 Rich Cairn: Interesting question. Maryland Humanities began the Thinkport Inquiry Kits as part of their work with National History Day in Maryland. Yet they may have begun earlier with Teaching American History.

00:54:24 Alison Noyes: Link for the Thinkport TPS project: <https://www.thinkport.org/tps/>

00:57:28 Rich Cairn: The Library of Congress created the Talking Books recordings library and many other services for blind users starting in 1931 (I think). They are still the core of that system, now for people with many types of disabilities.

01:00:54 Lia Atanat: <https://www.thinkport.org/tps/usgovt/inquiry-kits.html?unit=6&topic=9>

01:15:55 Lia Atanat: <https://jamboard.google.com/d/1RDMxpPlf04NzrzkaML9T7R1NfZUumTP39kg06361sGU/viewer?f=0>

01:16:23 Alison Noyes: Please click on the link above so that it opens on your computer or device

01:19:13 Leah Watson-Rodgers, Elem TOA: I am so sorry I have to leave for my next tutoring session. Thank you so much for everything. I am trying to learn both QFT and inquiry. In elementary moving from giving information to kids to having them take more ownership is where we are headed. Thanks again.

01:19:23 Alison Noyes: Leah, I’m glad you were here!

01:19:58 Rich Cairn: Thanks, Leah!

01:21:27 Rich Cairn: How many people are part of National History Day? (Or were at some point.)

01:22:04 Alison Noyes: National History Day website: <https://www.nhd.org/>

01:22:46 Ellie Reich: NHD is amazing!

01:22:49 Rich Cairn: Thanks, Alison! You can get support from your

state sponsor. The Mass Historical Society supports those who do want to do projects.

01:24:11 Lia Atanat: latanat@mdhumanities.org

01:24:26 Lia Atanat: <https://www.mdhumanities.org/programs/maryland-history-day/for-teachers/professional-development/>

01:24:42 Lia Atanat: <https://www.thinkport.org/tps/inquiry-kits.html>

01:25:53 Alison Noyes: Accessing Inquiry overview: <http://www.emergingamerica.org/accessing-inquiry/overview>

01:26:18 Alison Noyes: Teacher Resources: <http://www.emergingamerica.org/teaching-resources>

01:26:48 Alison Noyes: Educating for American Democracy Roadmap: <https://www.educatingforamericandemocracy.org/>

01:27:27 Alison Noyes: Disability Civics extension: <https://ldaamerica.org/ead-roadmap/>

01:27:47 Alison Noyes: The survey: https://docs.google.com/forms/d/e/1FAIpQLSfGy_DcMlNhXZ049wXp0vR8nG-KkWhMLI2vhu5oYo9uQgbudA/viewform

01:28:16 Alison Noyes: Upcoming workshops: <http://www.emergingamerica.org/workshops>

01:28:17 Justin Gaston: Thank you!!!

01:28:24 Ellie Reich: Thank you!!!