Engaging Researchers Through Digital Image Inquiry: An Introduction

Monica Treptow
School Library Education Consultant
WEMTA Conference Screencast
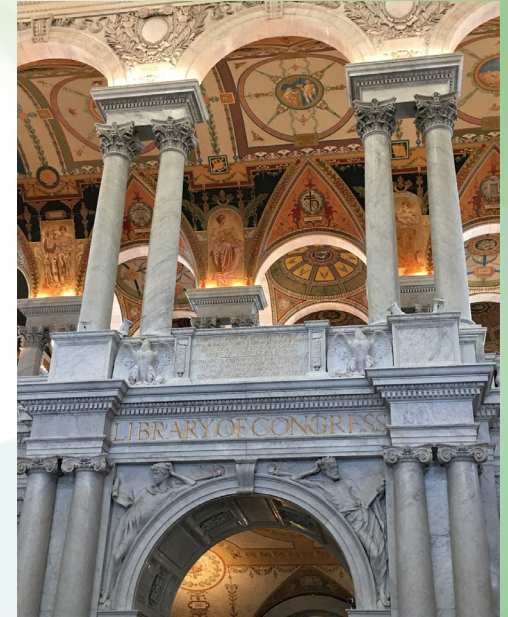**Spring 2020**

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Introduction

Screencast Goals:

- Experience inquiry using primary sources

- Locate resources on national and state platforms

- Connect the use of these resources to standards

- Define how these resources create engagement and support equity

LIBRARY LIBRARY OF CONGRESS

DPLA DIGITAL PUBLIC LIBRARY OF AMERICA
visit dp.la

recollection WISCONSIN

While viewing this image:

- Observe the details that stand out to you

- Reflect on what those observations might mean or imply

- Think about what questions come to mind

Primary Source Analysis Tool

Primary Source Analysis Tool

Analyzing Primary Sources

Title

A "Reader" in cigar factory, Tampa, Fla. He reads books and newspapers at top of his voice all day long. This is all the education many of these workers receive. He is paid by them and they select what he shall read. Location: Tampa, Florida.

Contributor Names

Hine, Lewis Wickes, 1874-1940, photographer

[Analyzing Photographs and Prints](#)

Analyzing Primary Sources

Further Investigation for Inquiry

1. Review questions and look for ones that could lead to further research and deeper understanding

2. Turn questions into open-ended, researchable questions that prompt further inquiry

Analyzing Primary Sources

Connections to all grade levels

Use photographs related to picture books:

"GOLDEN FLYER" LEAVING N.Y. 4/6/16

▲ Digitized photograph available at **loc.gov**

AROUND AMERICA TO WIN THE VOTE
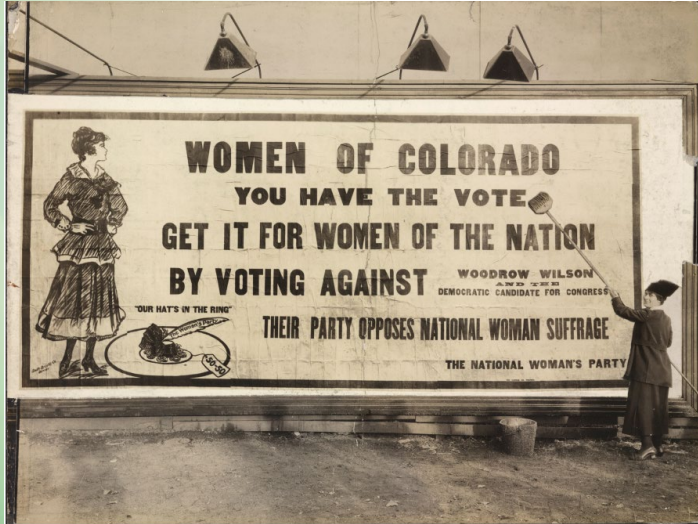
TWO SUFFRAGISTS, A KITTEN, AND 10,000 MILES
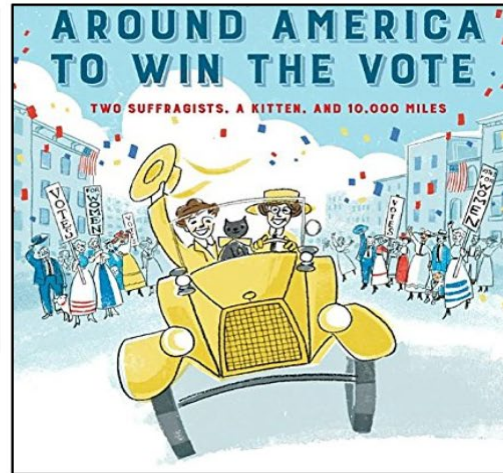
◄ Picture book by Mara Rockliff; illustrated by Hadley Hooper

Thanks to Tom Bober for sharing his 2019 AASL Presentation.

Analyzing Primary Sources

Connections to all grade levels
Show different viewpoints from history:

Women's Suffrage Lesson and Links

Develop questions that cannot be answered by Google and try to solve a problem.

Resources at Library of Congress

Use materials created by the Library of Congress

- [Curated primary source sets, lesson plans, and activities](#)
- [Teacher Resources from the Library of Congress](#) - YouTube Channel

Other Library of Congress websites to explore

- [By the People](#) - An invitation to transcribe, review, and tag digitized images of manuscripts and typed materials from the Library's collections.
- [Law Library of Congress](#) - Lesson plans, presentations, and other resources designed to assist instructors with using primary source materials to teach about government, law, and politics.

Digital Public Library of America

Digital Public Library of America   https://dp.la

- A free national digital library that provides access to millions of materials from libraries, archives and museums across the US
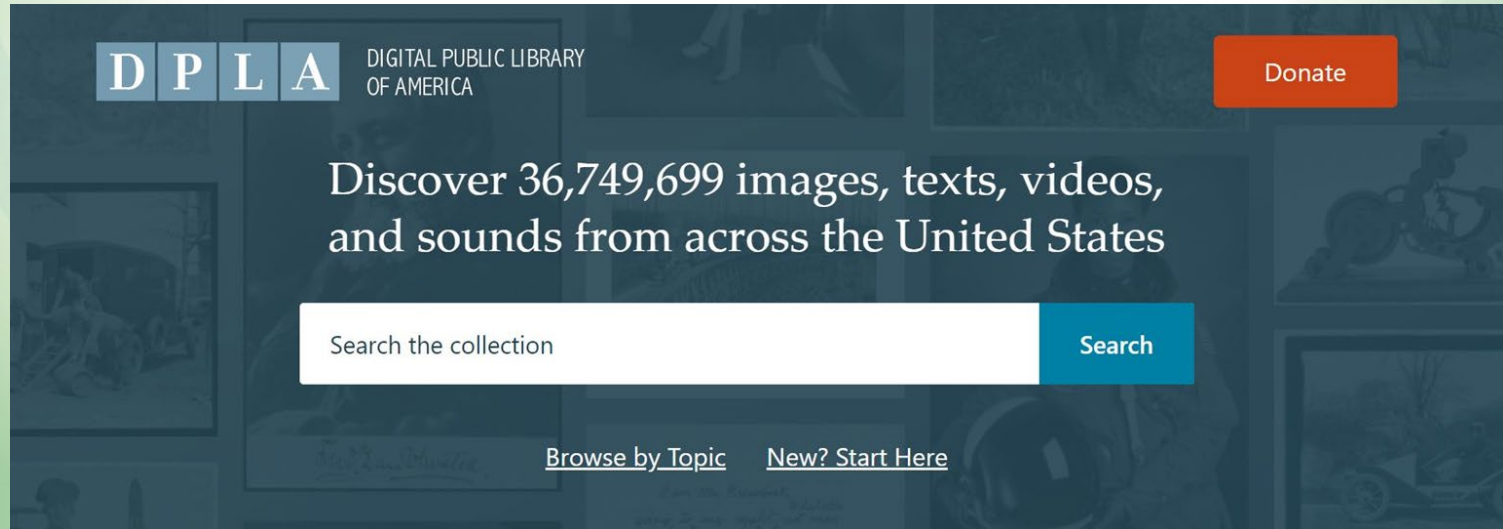
Digital Public Library of America

DPLA Primary Source Sets

- 140 "highlight reel" primary source collections
- Created by educators
- Each set includes 10-15 sources and teaching guide
- Also available through WISELearn

Primary Source Sets

Primary source collections exploring topics in history, literature, and culture developed by educators — complete with teaching guides for class use.

Subject	Time Period	Sort by
All Subjects	All Time Periods	Recently Added

California Gold Rush
Expansion and Reform (1801-1861)
US History, Migration

Treaty of Versailles and the End of World War I
The Emergence of Modern America (1890-1930)
US History, World History, Law and Government

Cotton Gin and the Expansion of Slavery
Revolution and the New Nation (1754-1820s), Expansion and Reform (1801-1861)
US History, Science and Technology, African Americans

10 Ways to Use the Primary Source Sets in Your Classroom

Recollection Wisconsin

Recollection Wisconsin

- Digital resources from 200+ Wisconsin libraries, archives and museums
- Primary and secondary sources
- State and local history, plus national and international topics
- Wisconsin's DPLA Service Hub

https://recollectionwisconsin.org

Recollection Wisconsin

Using Recollection Wisconsin
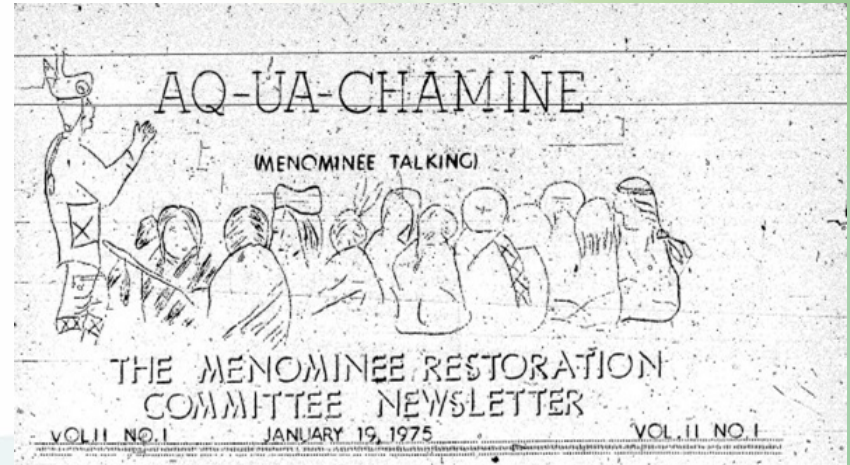
- Classroom activities
  - Social Studies
  - English Language Arts
- Online exhibits
- Find primary sources from your community or county

Activity: The Novitiate Takeover

More resources: https://recollectionwisconsin.org/teachers

Connections to Standards

Primary resources inspire the inquiry process highlighted in
[*Wisconsin Standards for Information and Technology Literacy*](https://dpi.wi.gov/sites/default/files/imce/imt/pdf/Final_Information_and_Technology_Literacy_ties_to_Wisconsin_Standards_for_Social_Studies.pdf)*,*
Social Studies, Science, and Environmental Education

IF, in your social studies classroom, you are encouraging students to:	THEN, consider these ITL Standards:
- search across **diverse resources**, - practice **inquiry-based** research, - connecting content with the **real world**, - assessing the **quality of evidence and data**, - be concerned with **validity of sources**, - analyze sources for "**fake news**", - create **authentic artifacts** for multiple audiences, - use **crowdsourcing**, - engage in **public conversation and debate**, and	**Knowledge Constructor**: Students evaluate, curate, and create digital resources that build knowledge and demonstrate learning.

Connections to Standards

Analyzing primary sources develops skills related to Information and Technology Literacy

Content Area: Innovative Designer (ID)				
Standard: ID.1 - Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.				
ID1.b: Exhibit tolerance for ambiguity, perseverance and the capacity to work with authentic, open-ended problems.	ID1.b.1.e: Demonstrate perseverance when working to complete a challenging task.	ID1.b.2.i: Demonstrate perseverance when working with authentic, open-ended problems.	ID1.b.3.m: Demonstrate an ability to persevere through authentic, open-ended problems by applying abstract concepts with greater ambiguity.	ID1.b.4.h: Apply abstract concepts to solve authentic, open-ended problems for a group of stakeholders.

Analyzing primary sources develops skills related to Social Emotional Learning

Wisconsin Social and Emotional Learning Competency crosswalk with ITL Standards					
SOCIAL COMPETENCE (6th Grade – Adult continued)					
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large					
21	Empowered Learner Digital Citizen Global Collaborator	Social Awareness	Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.	Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.

Connections to Standards

Primary resources support the Geography, History, and Political Science strands of the [Wisconsin Standards for Social Studies](#)

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).				
Hist4.a: Historical Context	SS.Hist4.a.e Describe the events that led to the creation of a primary source.	SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.	SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.	SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.
Hist4.b: Intended Audience	SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.	SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.

Engagement and Equity

Access

- These high-quality, reliable resources are available to everyone without subscription fees
- Images can be used in print and digital formats

Ability

- Using images allows students with different reading skills the ability to participate
- Resources allow for advanced engagement

Increasing Diversity

- Working to overcome institutionalized cultural bias
- Recollection Wisconsin gap analysis

Contact Information

Monica Treptow, School Library Education Consultant

monica.treptow@dpi.wi.gov

608-575-6065

For more information about DPLA and Recollection Wisconsin, please contact:

Emily Pfotenhauer, Community Liaison & Service Specialist

emily@wils.org

608-616-9756