Using Collections Images in Educational Materials

What To Expect Today

- How to access free ipad app, “MN in the Civil War”
- Using collections in our curriculum
- Our process: Researching digital instructional landscape
- What we’ve learned from educators—digital tools, primary sources
- Connecting our curriculum to standards
- A few pedagogical trends, other lessons learned
- If time, app demo
- Audience questions

Free Digital Resources from MHS

- **ipad App**
  - Search by name in iTunes, OR

Education Web Resources

- [www.mnhs.org/education](http://www.mnhs.org/education)

What is **Northern Lights**?

- 6th grade Minnesota studies curriculum
- Benchmarks for instruction
  - Primary sources
  - Multiple perspectives
  - Since 1989

Minnesota Historical Society

*St. Paul*

- Suzi Hunn Gran
  - Curriculum Specialist
- Shana Crosson
  - Interactive Education Specialist
Northern Lights Components

Revised Second Edition
- Student Edition
- Annotated Teacher’s Edition w/ worksheets
- E-book
- Enhanced E-book in 2014

Student Edition: Chapters
- Objects
- Photos
- Letters
- Maps
- Quotations

Student Edition: Investigations

Ch. 14: World War I
- INVESTIGATE cartoons, newspapers, and ads.
- STUDY the images in this poster. What strategies does it use to inspire people to fund the war?
- DESIGN a propaganda poster.

Ch. 17: Cold War, Warm Kitchens
EXPLORE multiple perspectives.
IMAGINE: How do you think it may have felt for these people to meet 35 years later?

Any questions so far?

21st Century Learners

- Must understand needs of 21st century learners
  - Know the 4 Cs: Critical thinking, Collaboration, Creativity, Communication
  - Buzzwords: Career and college readiness
- Places to go to understand this better
    - Youtube videos

What We’ve Learned from K-12 Educators

Take it away, Shana...
Digital Tools in Classrooms

Hearing from Teachers: Digital Primary Sources

- 45+ teachers
- All grades
- Variety of schools
- Statewide
- Many subject areas

Focus Groups and Week-Long Workshop

Why Tailor Digital Tools to K-12 Audience?

"What I love about MHS is that I can type in any subject, but the problem is weeding out what sources are most helpful."

"What would a student need if a student was doing research? Students – 5th, 6th, 7th, 8th graders – do a lot of independent or group research and don't always know how to navigate."

Goals of 2012 Teacher Camp

Develop criteria for selecting primary sources. Why do teachers choose the sources they do?

Develop a template for the context around the primary sources. What do teachers and students want to know about the object?

What We Learned: Primary Sources Must Tell Stories

What We Learned: How Teachers Use Primary Sources
What We Learned:
Fewer Resources, Not More

"I'm not going to sit there and sort through a hundred pictures or documents."

What We Learned:
The Right Kind of Information

Wrapper

Wrapper Contents

What We Learned:
Make Images Zoomable for Students
What We Learned:
Selecting Primary Sources

Selection Criteria
• Encourages critical thinking and inquiry
• Provides historical evidence
• Supports curriculum

Additional Consideration
• Shows multiple perspectives
• Relevant to students
• Invokes emotion

Grades K-4: Everyday Life

Grades 5-12: Events

Audience Poll:
Which Photo Would You Use?
Option A
Option B

Let the Teachers Pick

What Did Teachers Think of Option A?

"You don't get the whole picture because it's too specific. It's too language based."

"It's awful. It's too simple."
Any questions?

Connecting to Standards & Other Lessons We’ve Learned

Back to Suzi . . .

More Pedagogical Trends

- Include interdisciplinary connections
  - Audio components are crucial
    - All students benefit
  - Struggling readers, ELL students
- Spanish and other translations becoming necessity

Minnesota Studies

Connecting Sources to Standards
Investigation: Connecting History & Economics

Explore the family (and budget) of the Petersanti family in Hibbing, 1915.

A New Challenge for Content Providers: The Digital Spectrum

Printed World:
Publisher controls content

Where We Want to Be:
Somewhere In Between

Web 2.0 World:
Content is everywhere & interactive

CONSEQUENCE:
Ignores need for teachers to customize

GOAL:
Gives teachers a starting point, but allows them to tailor to their classroom

CONSEQUENCE:
Forces teachers to constantly evaluate quality

Transition from Print to Digital:
The Bad and The Ugly

There’s no silver bullet
Huge disparity in readiness
Educators want it all
Technology is changing quickly
Wide range in quality of online content
Common misperception that digital content costs no money to develop
Schools sometimes must choose between devices and content
New tools require teacher professional development

Transition from Print to Digital:
The Good

21st century learners expect digital tools
Multimedia tools increase opportunity to engage all learning styles
Content can be updated more readily
Devices highlight collections in exciting ways
Networks such as social media broaden audience

Decision Makers in Schools

- Teachers
- Administrators
- Special Needs Teachers
- School Boards
- IT Staff
- Media Specialists
**What Northern Lights Teachers Are Saying**

“Overall, this is BY FAR one of my favorite ‘texts.’ It’s accessible, interesting and engaging for my students (and teacher). I hesitate in calling it a text given all the primary sources included.”

"I really enjoy this book! The kids love it, and I am so excited to teach it each year!"

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**Education Web Resources**
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**Questions?**

- Best of luck with your digital education projects!
- suzanne.gran@mnhs.org, 651.259.3431
- shana.crosson@mnhs.org, 651.259.3021

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**If Time... App Demo**