

Using Collections Images in Educational Materials



Minnesota Historical Society St. Paul

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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

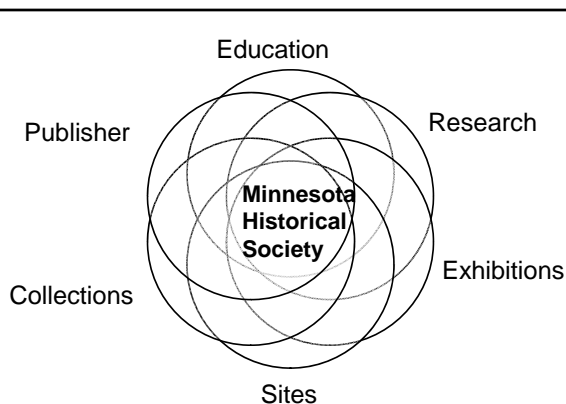
ipad App

- Search by name in iTunes, OR
- bit.ly/civilwarapp



Education Web Resources

- www.mnhs.org/education



What is *Northern Lights*?

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



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?



What We've Learned from K-12 Educators

Take it away, Shana...

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
 - Partnership for 21st Century Learning <http://p21.org/>
 - Youtube videos



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?

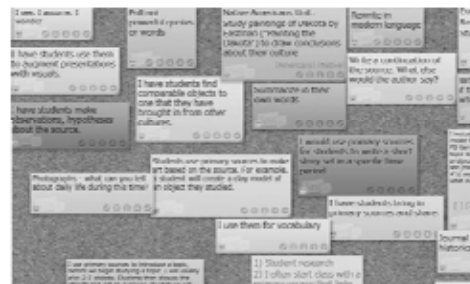
Develop a template for the context around the primary sources. What do teachers and students want to know about the object?



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."



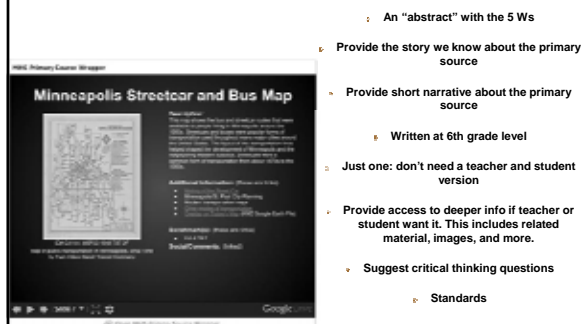
What We Learned: The Right Kind of Information



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?



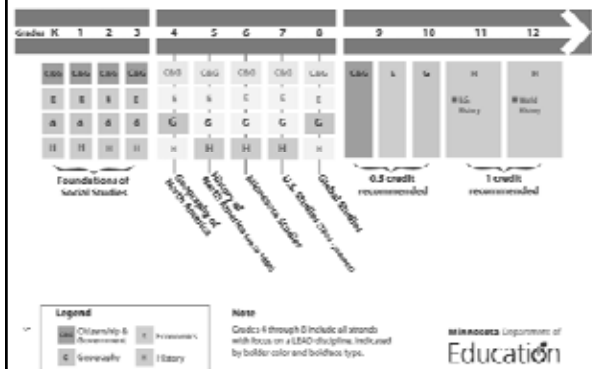
Connecting to Standards & Other Lessons We've Learned

Back to Suzi . .

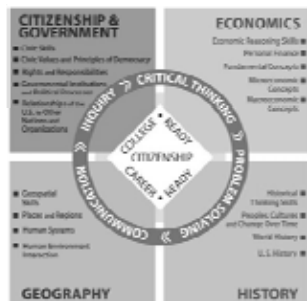
More Pedagogical Trends

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

Minnesota K-12 Social Studies Standards SEQUENCE OF STUDY



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

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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 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

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

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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Questions?

- Best of luck with your digital education projects!
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If Time. . . App Demo

