>> HELLO, EVERYBODY, WELCOME TO TODAY’S WEBINAR. THIS IS MIKE MORNEAU FROM LEARNING TIMES, PLEASURE TO BE HERE WITH YOU AS YOUR TECHNICAL PRODUCER. WE DO HAVE A FULL SESSION TODAY SO WITHOUT FURTHER DELAY I’LL QUICKLY REMIND EVERYONE THAT THE SESSION IS BEING RECORDED AND RECORDING WILL BECOME AVAILABLE IN THE VERY NEAR FUTURE AND THAT THE CHAT WINDOW CURRENTLY LOCATED ON THE LEFT OF THE SCREEN WILL BE REPLACED BY A MODERATED CHAT, MEANING THAT WHEN YOU SUBMIT A QUESTION YOU WILL SEE IT APPEAR TWICE. THE FIRST TIME IS WHEN YOU SUBMIT IT FOR MODERATION. THE SECOND TIME IT APPEARS IT MEANS THAT IT HAS BEEN APPROVED, IF YOU WILL, AND IT’S BEING POSTED FOR THE PUBLIC. SO WITHOUT FURTHER DELAY I WOULD LIKE TO INVITE BOB PORTMAN FROM I.M.L.S. TO SAY HELLO AND WELCOME EVERYONE HERE. PLEASE GO AHEAD, BOB, WHEREVER YOU’re READY.

>> WE’RE VERY PROUD SPONSORS OF WEB WISE WHICH IS AN ANNUAL MEETING WE’VE HELD OVER THE PAST SEVERAL YEARS WITH THE GOALS OF PROMOTING GOOD PRACTICES AND SHARING INFORMATION AND PROVIDING OPPORTUNITIES FOR STAFF AND PEOPLE WORKING AT LIBRARIES, ARCHIVES AND MUSEUMS TO LEARN MORE ABOUT WHAT THEIR PEERS ARE DOING. NOT EVERYONE CAN ATTEND, SO
WE'RE VERY HAPPY TO HAVE A PARTNERSHIP WITH HERITAGE PRESERVATION THAT ALLOWS US TO OFFER THESE WEBINARS OF SELECTED PRESENTATIONS FROM WEB WISE WHICH ALLOWS US TO BRING THE BEST OF OUR SESSIONS TO A MUCH WIDER AND BROADER AUDIENCE. SO I'M VERY HAPPY THAT YOU CAN ALL TAKE PART TODAY. WE'RE, OF COURSE, VERY INTERESTED IN YOUR IDEAS AND YOUR COMMENTS AND INPUT, SO IF THERE'S ANYTHING FURTHER I CAN DO, ANYTHING I CAN HELP YOU WITH DON'T HESITATE TO LET ME KNOW. AGAIN, WELCOME AND I'LL TURN YOU OVER TO KRISTEN LAISE WHO WILL TALK TO YOU ABOUT WHAT WE'RE DOING TODAY. THANK YOU AGAIN. 

>> THANK YOU SO MUCH, BOB. THIS IS KRISTEN LAISE FROM HERITAGE PRESERVATION AND I JUST WANT TO THANK MIKE AT LEARNING TIMES AND I.M.L.S. FOR MAKING THESE WEBINARS POSSIBLE. TODAY WE'LL BE TALKING ABOUT USING COLLECTIONS IMAGES AND EDUCATIONAL MATERIALS. IT'S OUR SECOND WEB WISE WEBINAR AND WE DID ONE ON MONDAY ABOUT USING COLLECTIONS IMAGES IN ONLINE EXHIBITS AND IF YOU MISSED THAT YOU CAN FIND IT ON OUR WEB SITE Www.connectingtocollections.org AND THAT'S THE CONNECTING TO COLLECTIONS ONLINE COMMUNITY THAT WE BEGIN AS PART OF THE CONNECTING TO COLLECTIONS INITIATIVE SPONSORED BY THE INSTITUTE OF MUSEUM AND LIBRARY SERVICES AND HERITAGE PRESERVATION WORKED WITH LEARNING TIMES TO CREATE THIS SITE SO IT'S LIKE A ONE STOP
SHOP WHERE YOU CAN FIND INFORMATION ON A WHOLE VARIETY OF PRESERVATION TOPICS. IT'S THE PLACE YOU GO TO ACCESS THESE WEBINARS AND WE RECORD EVERYONE SO YOU CAN SEE OUR FULL LIBRARY OF WEBINARS THERE AND WE'VE STARTED TO DO SOME ONLINE COURSES AND SO MORE IN-DEPTH INFORMATION THAT, AGAIN, HAS BEEN RECORDED AND WE INVITE YOU TO LOOK AT THAT TO HAVE ON THE COMMUNITY'S WEB SITE TO LEARN MORE ABOUT PRESERVATION. AND FINALLY IT'S A PLACE YOU CAN ASK YOUR QUESTIONS OR NETWORK WITH COLLEAGUES SO PLEASE DO JOIN THE COMMUNITY AND THAT WILL GIVE YOU ACCESS TO THE DISCUSSION PAGES.

AND SO TODAY WE ARE SO EXCITED TO HAVE SUZI HUNN GRAN AND SHANA CROSSON, THE WEB CONTENT MANAGER AT THE MINNESOTA MISHISTORICAL SOCIETY AND I THINK YOU'LL AGREE THEY'RE DOING REALLY EXCITING WORK WITH THEIR STATE TEACHERS AND THE STATE CURRICULUM TO MAKE THEIR COLLECTIONS COME INTO THE CLASSROOM AND REALLY EXCITING AND INNOVATIVE WAYS.

SO I DON'T WANT TO DELAY THAT ANY MORE. I'M GOING TO DRAG AWAY MY SLIDES AND BRING UP THEIR PRESENTATION AGAIN AND PLEASE CONTINUE TO SAY HELLO BUT I'M GOING DRAG AWAY OUR HELLO BOX AND WE'LL MOVE TO THE MODERATED CHAT MIKE TOLD YOU ABOUT.

SO YOU'LL SEE YOUR QUESTIONS POSTED TWICE, ONCE WHEN YOU TELL US ABOUT THEM WHEN YOU WRITE THEM PRIVATELY AND THEN AGAIN WHEN WE POST THEM TO THE GROUP. AGAIN, WELCOME AND I'LL TURN IT OVER TO YOU, SUZI.
THINK, THERE, I WANT TO THANK EVERYONE FOR JOINING TODAY AND I WISH I COULD MEET ALL OF YOU AND HEAR ABOUT THE EXCITING PROJECTS YOU’RE WORKING ON. I’LL JUST INTRODUCE MYSELF QUICKLY.
I HAVE BEEN WORKING WITH THE NORTHERN LIGHTS MINNESOTA HISTORY CURRICULUM FOR 11 YEARS AND IT IS THE CURRICULUM USED THROUGHOUT THE STATE TO TEACH REQUIRED BENCHMARKS AND I’LL BE WARMING WITH SHANA CROSSON TODAY. SHE IS OUR WEB CONTENT SPECIALIST AND HAS BEEN A FANTASTIC PARTNER, AMONG MANY OTHERS, ON THIS PROJECT. SO HERE’S WHAT YOU CAN EXPECT TODAY. FIRST WE’LL SHOW YOU HOW TO ACCESS OUR FREE IPAD APP WHICH IS ON MINNESOTA AND THE CIVIL WAR. AND IF YOU GET NOTHING OUT OF THIS TODAY I WANT YOU TO KNOW THAT’S FREE AND AVAILABLE AND WILL BE SHOWING ALL THE THINGS WE’LL TALK ABOUT TODAY. WE’LL ALSO TALK ABOUT HOW WE USE COLLECTIONS IN OUR CURRICULUM BECAUSE THIS CURRICULUM WOULD MEAN NOTHING WITHOUT THE EXCITING OBJECTS AND ARTIFACTS THAT WE HAVE IN OUR EXTENSIVE COLLECTION AT THE HISTORICAL SOCIETY. WE’RE GOING TO TALK ABOUT OUR PROCESS. WE’VE DONE A LOT OF WORK TO RESEARCH THE DIGITAL INSTRUCTIONAL LANDSCAPE WHICH, AS YOU KNOW, IS CHANGING QUICKLY AND HAS A LOT TO DO WITH THE FUTURE SUCCESS. WE’LL TALK ABOUT A LOT WHAT WE
KNOW FROM EDUCATORS IN RESPONSE TO PRIMARY SOURCES AND DIGITAL TOOLS IN PARTICULAR. CONNECTING TO STANDARDS IS AN INTEGRAL PART OF THIS CURRICULUM AND HAS TO DO WITH THE REVISION THAT I'M WORKING ON RIGHT NOW ON THE EDITORIAL SIDE. WE'LL ALSO DISCUSS A FEW PEDAGOGICAL TRENDS AND OTHER LESSONS WE'VE LEARNED AS WE'VE WORKED ON THIS TEAM TOGETHER. IF THERE'S TIME WE'RE GOING TO STOP THE PRESENTATION AND GO TO OUR WEB SITE TO DO A DEMO OF THE APP. IT'S UNFORTUNATE THAT WE CAN'T DO THAT AS PART OF THIS PRESENTATION BUT DUE TO THE WEBINAR SOFTWARE WE CAN'T HAVE AUDIO COMING IN ON THE VIDEO THAT IS PART OF OUR APP. SO WE MAY BE ABLE TO SHOW YOU THAT IF WE HAVE TIME. THEN WE'LL TAKE AUDIENCE QUESTIONS AS WE GO. SO FIRST OFF I WANTED TO MENTION THE IPAD APP AGAIN AND HOW YOU CAN ACCESS IT IS TO GO TO ITUNES BECAUSE, FOR RIGHT NOW, IT'S ONLY AVAILABLE ON AN IPAD. IT'S NOT AVAILABLE ON ANY OTHER DEVICES, ALTHOUGH THAT IS CHANGING QUICKLY AND CERTAINLY BY NEXT YEAR WE HOPE TO BROADEN THAT. BUT FOR NOW YOU CAN GO TO ITUNES AND SEARCH FOR "MINNESOTA AND THE CIVIL WAR." AND YOU CAN GO TO IF LINK THAT'S RIGHT THERE AND DOWNLOAD THIS APP ON TO AN IPAD FOR FREE. I ALSO WANT TO MENTION OUR EDUCATION WEB RESOURCES AND SHANA IS VERY FAMILIAR WITH THE WEB PAGE SHOWN THERE. THE MINNESOTA HISTORICAL SOCIETY
OFFERS A VARIETY OF EDUCATION PROGRAMMING AND ALL KINDS OF FREE RESOURCES THAT YOU CAN ACCESS ON OUR WEB SITE.

IS
Www.mnhs.org AND YOU NEED TO TYPE IN THE www.w-w-w because that’s through the state.
.com.
NOW KRISTEN, DOES THAT SHOW UP HERE WE GO.
IS THAT -- I JUST HAVE TO RESIZE IT HERE.
THERE WE GO.
EXCELLENT.
THIS IS EXCITING TO SEE.
WE DIDN'T KNOW WHAT TO EXPECT TODAY.
>> SO A NICE MIX AND HOPEFULLY THESE ARE REGIONAL NAMES THAT ARE FAMILIAR TO EVERYONE.
BUT IF THEY'RE NOT JUST TAKE YOUR BEST GUESS JUST TO GIVE US A SENSE OF WHO'S JOINING US.
SO I THINK KRISTEN WILL PROBABLY ALLOW THIS AND THEN WE'LL MOVE ON TO THE NEXT QUESTION.
>> I THINK WE'RE SLOWING DOWN A LITTLE.
DRAG THIS AWAY.
EXCELLENT.
IT'S NICE TO SEE THAT OUR PARTICIPANTS ARE FROM SUCH A BROAD RANGE OF AREAS.
>> THEY ALSO WANT TO ASK WHAT KIND OF CLASSROOM ACTIVITIES MIGHT YOU BE INVOLVED WITH?
>> I THOUGHT AS WE WERE TALKING ABOUT THAT WE MIGHT WANT TO KNOW MORE ABOUT WHAT YOU GUYS WERE UP TO.
SO ARE YOU CREATING TOURS OR WRITTEN MATERIALS OR COMPONENTS OF EXHIBITS?
>>
NOW THIS IS WHERE WE WISH WE COULD HAVE HEARD EVEN MORE FROM
ALL OF THE PARTICIPANTS BECAUSE I KNOW THAT YOU'RE DOING EXCITING THINGS AT YOUR CULTURAL INSTITUTIONS ALL THROUGHOUT THE COUNTRY.

>> EXCELLENT. SO THE MINNESOTA HISTORICAL SOCIETY DOES DO ALL OF THE ABOVE MENTIONED ACTIVITIES AND AS I SAID, FEEL FREE TO CHECK OUR WEB SITE FOR POSSIBLE IDEAS THAT MIGHT CONNECT TO THE PROJECTS YOU'RE WORKING ON.

OKAY.

SO I SEE -- WE DO HAVE EXHIBITS AND IT LOOKS AS THOUGH WEB-BASED MATERIALS ARE A WINNER SO FAR WITH WRITTEN MATERIALS AND TOURS ALSO COMING IN HIGH ON THIS ONE. THIS IS EXCITING.

>> OKAY, I'LL DRAG THIS AWAY AND LET YOU CONTINUE ON.

>> OKAY, THANKS TO EVERYONE FOR PARTICIPATING IN THAT SURVEY. SO I WILL GIVE A LITTLE BIT MORE BACKGROUND ABOUT THE MINNESOTA HISTORICAL SOCIETY IF YOU'RE NOT FAMILIAR.

AS I WAS MENTIONING, WE HAVE A VARIETY OF EDUCATION INITIATIVES.

SO WE HAVE A STRONG RESEARCH ARM IF YOU'RE WILLING AND ABLE TO COME TO ST. PAUL TO THE MINNESOTA HISTORY CENTER WHERE BOTH SHANA AND I ARE BASED. YOU CAN DO EXTENSIVE RESEARCH HERE.

A STRONG BASE OF GENEALOGISTS WHO COME TO OUR LIBRARY.

WE HAVE FANTASTIC EXHIBITIONS HERE.

WE HAVE ONE ON THE CIVIL WAR IN MINNESOTA HAPPENING RIGHT NOW.

WE OPERATE HISTORIC SITES THROUGHOUT THE STATES, INCLUDING
THE OLIVER KELLY FARM WHICH TEACHES ABOUT 1850s FARMING. WE HAVE THE SPLIT ROCK LIGHTHOUSE UP IN NORTHERN MINNESOTA AND A VARIETY OF OTHER EXCITING SITES.
WE HAVE AN EXTENSIVE COLLECTION AND ALSO A PUBLISHING ARM WHICH HAS OVERLAPPED QUITE EXTENSIVELY ON THIS PROJECT. SO I'LL TELL MORE ABOUT OUR CURRICULUM SO YOU CAN UNDERSTAND WHERE WE'RE COMING FROM WITH WHAT WE'VE LEARNED.
AS I MENTIONED EARLIER, THIS IS A SIXTH GRADE MINNESOTA STUDIES CURRICULUM. IT IS USED THROUGHOUT ALL OF THE DOTS SHOWN HERE ON THE MAP BELOW.
YOU CAN SEE -- IT HAS A WIDE DISTRIBUTION AND PART OF THE REASON FAR SR. THAT THEY'RE REQUIRED BENCHMARKS FOR HISTORICAL INSTRUCTION THAT RELATE TO MINNESOTA HISTORY AND THIS IS THE ONLY COMPREHENSIVE CURRICULUM THAT COVERS THOSE BENCHMARKS.
WE'RE LUCKY TO BE AT AN INSTITUTION THAT HAS THE RESOURCES TO CREATE THIS. IT HAS PRIMARY SOURCES THROUGHOUT.
ONE OF THE MOST IMPORTANT THINGS THAT WE DO IS TALK ABOUT MULTIPLE PERSPECTIVES. AND I'LL GET INTO THAT LATER. THIS HAS BEEN AVAILABLE SINCE 1989.
WE ARE NOW CREATING THE REVISED SECOND EDITION AND IT WAS 1989 THAT THE FIRST EDITION CAME OUT, WHICH IS PART OF HOW WE'VE BEEN ABLE TO HAVE SUCH A WIDE DISTRIBUTION THROUGHOUT THE STATE AND ITS USE.
SO MUCH THERE ARE COMPONENTS TO THIS.
THE FIRST -- AND WE'RE WORKING ON THE REVISED SECOND EDITION RIGHT NOW, AS I MENTIONED.
WE HAVE A STUDENT EDITION, AN ANNOTATED TEACHER'S ADDITION WITH WORK SHEETS AND PART OF THE REVISION INVOLVES NAVIGATING THAT DIGITAL LANDSCAPE.
SO WE NOW HAVE AN E-BOOK AS WELL AS AN ENHANCED E-BOOK THAT WE'RE WORKING ON THAT WILL BE AVAILABLE NEXT YEAR.
AND YOU CAN SEE BELOW THERE IS A VIDEO CLIP THAT'S GOING TO BE INCLUDED IN THAT ENHANCED E-BOOK AND THAT'S WHAT -- IF YOU DOWNLOAD THAT CHAPTER 8 CIVIL WAR IPAD APP THAT I MENTIONED AT THE BEGINNING YOU'LL BE ABLE TO WATCH THAT VIDEO.
SO HERE ARE THE COMPONENTS OF THE STUDENT EDITION.
THERE ARE CHAPTERS THAT INCLUDE OBJECTS, PHOTOS, LETTERS, MAPS IN QUOTATIONS AND WE'RE HAVING A LOT OF FUN CONNECTING ALL OF THESE THINGS IN THE CHAPTER NARRATIVE TO THE NEWLY REVISED STATE STANDARDS.
WE ALSO HAVE INVESTIGATIONS WHICH FOLLOW EACH CHAPTER AND THESE ARE ONE OF THE STRONGEST PARTS OF THE CURRICULUM BECAUSE THEY REALLY ALLOW STUDENTS TO ACT AS THOUGH THEY ARE HISTORIANS AND WE MAKE IT FUN AND ENGAGING BY TALKING ABOUT HERE STUDENT PRETEND THAT YOU'RE A DETECTIVE AND QUESTION IS A LOT OF EXCITING QUESTIONS FOR THEM.
SO FOR EXAMPLE IN THE NEW REVISION CHAPTER 14 IS ABOUT WORLD WAR I AND WE HAVE STUDENTS INVESTIGATE CARTOONS, NEWSPAPERS
AND ADS AND WE HAVE A VARIETY OF WORLD WAR I PROPAGANDA POSTERS AND WE ASK STUDENTS WHAT STRATEGIES DOES IT TAKE -- ARE BEING USED TO INSPIRE PEOPLE FUND THIS WAR. THEN WE HAVE THEM DESIGN A PROPAGANDA POSTER THEMSELVES. AS YOU'RE WORKING ON YOUR OWN PROJECTS, YOU CAN THINK ABOUT DIFFERENT WAYS THAT STUDENTS CAN BE INVOLVED AND CREATE FUN PROJECTS OF THEIR OWN. IN CHAPTER 17 WE GET AT MULTIPLE PERSPECTIVES. AS YOU CAN SEE IN THE PHOTO BELOW, WE HAVE MULTIPLE SURVIVORS OF THE VIETNAM WAR. WE HAVE A SOLDIER, A NURSE, A HA AMONG SOLDIER, A LOOSE SOLDIER AND THEN VIETNAMESE IMMIGRANT AND ALL OF THEM CAME TOGETHER IN DECEMBER AND MET EACH OTHER FOR THE FIRST TIME AND TOLD THEIR STORIES WHICH WE DID ARCHIVE BOTH ON VIDEO AND AUDIO AND WE'LL BE INCLUDING CLIPS OF THAT IN THE ENHANCED E-BOOK WHICH WE'RE EXCITED ABOUT. AND IN THE PRINT EDITION WE ASKED STUDENTS "HOW DO YOU THINK IT MAY HAVE FELT FOR THESE PEOPLE TO MEET 35 YEARS LATER? " DO WE HAVE ANY QUESTIONS ABOUT OUR CURRICULUM SO FAR?

>>
>> WE HAVEN'T YET BUT I WAS JUST SAYING WE DID HAVE A QUESTION ABOUT WHETHER OR NOT THIS WOULD RELATE TO COLLEGE-AGED STUDENTS BUT I DO FEEL LIKE WHEN YOU TALK MORE THERE WILL BE GREAT LESSONS THAT ARE APPLICABLE IF YOU'RE TEACHING AT A HIGHER LEVEL.
>> AND I WOULD SAY THE ANSWER TO THAT IS YES AND, IN FACT, ONE OF OUR ADVISORS-- AND WE HAVE AN
EXTENSIVE VETTING PROCESS ON THIS CURRICULUM THAT WE'VE BEEN WORKING ON FOR A YEAR AND A HALF JUST IN TERMS OF REVISING THE CON. TONIGHT MEET THE NEW STANDARDS, WE'VE BEEN WORKING ON THAT FOR THE PAST YEAR AND A HALF, ONE OF OUR ADVISORS IS A PROFESSOR AND HE TEACHES AT A COLLEGE RIGHT ACROSS THE STREET AND HE SAYS HE USES THIS REGULARLY WITH HIS STUDENT. SO EVEN THOUGH IT'S WRITTEN AT A SIXTH GRADE LEVEL IT'S SOMETHING THAT'S HELPFUL TO USE AS A BASE. SO I JUST WANT TO SING PRAISES OF SHANA FOR A MINUTE BECAUSE HERE'S ONE THING THAT'S ONE OF MY FAVORITE THINGS ABOUT THIS PROJECT, OUR INSTITUTION WAS WISE ENOUGH TO REALIZE BEFORE WE EVEN STARTED THIS REVISION THAT THEY NEEDED TO PULL TOGETHER TEAMS THAT DON'T NORMALLY WORK TOGETHER AND I JUST CANNOT STRESS ENOUGH HOW IMPORTANT THAT'S BEEN IN TERMS OF THE LEARNING WE'VE ALL HAD TOGETHER. SO SHANA REPRESENTS OUR WEB CONTENT TEAM. I WORK IN OUR TEACHER EDUCATION GROUP AND SO I WORK WITH TEACHERS IN CREATING CONTENT AND BUILDING IT. WE ALSO ARE WORKING WITH STAFF FROM OUR PRESS AND THEY ARE PROS AT -- EVERYTHING INVOLVING THE NUTS AND BOLTS OF PRODUCTION. BOTH IN PRINT BOOKS AND IN E-BOOKS. SO I REALIZE THAT WE HAVE A LARGE SCALE PROJECT AND MANY OF YOU MAY BE WORKING ON SMALLER-SCALE PROJECTS, HOWEVER WE TRIED TO MAKE THIS WHOLE PRESENTATION SCALABLE SO THAT THE THINGS WE LEARNED WOULD BE
APPLICABLE TO YOU AT A LARGE INSTITUTION OR A SMALL ONE AND IT DOESN’T MATTER WHAT SIZE A PROJECT YOU’RE WORKING ON. HOWEVER, I WILL SAY IF YOU DON’T HAVE WONDERFUL STAFF MEMBERS FROM DIFFERENT GROUPS LIKE I DO GO AHEAD AND TRY TO FIND SOMEONE WHO IS AN EXPERT IN WEB CONTENT IF YOU’RE A CONTENT PERSON OR IF YOU KNOW THE WEB SITE OF IT TRY TO SOMEBODY WHO KNOWS MORE ABOUT TEACHERS.

SO THAT’S MY INTRODUCTION TO SAY I’VE LEARNED SO MUCH FROM SHANA AND I’M REALLY EXCITED TO BE WORKING WITH HER SO FROM HERE, SHANA, YOU CAN TAKE IT AWAY AND TALK ABOUT WHAT WE’VE LEARNED FROM K-12 EDUCATORS.

>> THANK YOU SO MUCH, SUZI, THAT WAS VERY KIND OF YOU.
AND I’M FLATTERED AND HONORED AND I HAVE ENJOYED WORKING WITH SUZI ON THIS PROJECT AND GETTING REALLY IN DEEP AND INVOLVED IN THIS.
I’VE BEEN WORKING INTENSELY ON DIGITAL EDUCATION FOR ABOUT FOUR YEARS NOW.
I’M GOING TO TALK ABOUT WHAT WE’VE LEARNED AND HOW IT’S APPLICABLE THAT SUSIE TALKING ABOUT.
BUT IT’S REALLY HELPFUL TO KNOW IF KRISTEN COULD PUT THE NEXT POLL OUT THERE.
WHAT IS YOUR OWN DIGITAL COMFORT LEVEL?
HOW DO YOU FEEL YOU ARE IN TERMS OF USING TECHNOLOGY?
IF YOU GUYS COULD LET ME KNOW.
I SEE A LOT OF EARLY ADAPTERS OUT THERE.
MIDDLE ONE.
GOOD.
THIS IS VERY -- IT’S REFLECTIVE
OF WHAT WE SEE IN EDUCATION AS WELL.
TEACHERS ARE ALL OVER THE BOARD
AND I WORK WITH A NUMBER OF
TEACHERS WHO ARE THOSE EARLY
ADAPTORS AND A LOT OF PEOPLE WHO
ARE SECOND LEVEL.
USING TECHNOLOGY BUT NOT THE
FIRST ONE.
THEN IT WOULD BE HELPFUL TO KNOW
TOO, IF THOSE OF YOU THRONG THIS
COULD TELL ME WHAT YOUR FWA
WARTY WITH IS K-12 AUDIENCES.
HOW FREQUENTLY YOU WORK WITH
THAT AUDIENCE.
SO A LOT OF YOU WORKED REGULARLY
WITH THE K-12 AUDIENCE AND FEEL
FREE TO TOSS THINGS INTO THE Q&A
IF YOU HAVE SIMILAR EXPERIENCES
OR OPPOSITE EXPERIENCES OF WHAT
WE'VE FOUND IN OUR RESEARCH.
GOOD.
THANKS, KRISTEN, THAT'S HELPFUL.
OKAY, I'M GOING TO CLOSE THAT
POLL.
ONE OF THE THINGS THAT WE HAVE
BEEN WATCH AS WE WATCHED OUR
AUDIENCE CHANGE IS THAT THE
LEARNERS USING OUR MATERIALS NOW
ARE CHANGING.
THEY'RE WHAT WE REFER TO AS 21st
CENTURY LEARNERS AND WE KNEW WE
NEEDED TO FAMILIARIZE OURSELVES
QUITE A BIT WITH 21st CENTURY
LEARNERS AND WHAT THAT MEANS.
THEY REALLY DO LEARN
DIFFERENTLY, THIS GENERATION,
THIS AUDIENCE LEARNS
DIFFERENTLY.
PARTLY BECAUSE THEY'VE HAD
ACCESS TO DIGITAL TOOLS ALL
THEIR LIFE AND WE NEED TO CHANGE
OUR INSTRUCTION AND OUR
MATERIALS IN ORDER TO REMAIN
RELEVANT.
IF YOU'RE NOT FAMILIAR WITH
I.M.L.S. 21st CENTURY SKILLS
REPORT, I HOPE YOU HEAD OUT TO THE WEB SITE AND DOWNLOAD THAT AND TAKE A GOOD LOOK AT THAT. JUST QUICKLY 'M'M GOING TO RUN OVER CHARACTERISTICS OF 21st CENTURY LEARNERS. THEY ARE NON-LYNN YEAR, THEY NEED IMMEDIATE FEEDBACK. THEY LIKE TO LEARN SOCIALLY, WITH EACH OTHER AND THEY LIKE TO BE COLLABORATIVE WITH EACH OTHER. THEY WERE VISUAL LEARNERS. IT DOESN'T MEAN THEY DON'T READ, BUT VISUAL AND AUDIO WITH ARE GOOD ENTRÉE TO TEXT FOR THIS GENERATIONS. THEY'RE MULTITASKERS, THEY LIKE TO DO A LOT OF THINGS AT ONCE AND THEY LIKE TO MAKE PERSONAL CONNECTIONS. SO THIS IS JUST A RUFF OVERVIEW OF CHARACTERISTICS OF 21st CENTURY LEARNERS AND IT MEANS WE NEED TO CHANGE BE WHAT WE'RE DOING. IF YOU NEED A REFERENCE ABOUT WHAT WE DO WHEN WE'RE MEETING THE NEEDS OF 261st CENTURY LEARNERS THERE'S THE FOUR Cs IF YOU'RE LOOKING AT THIS FIELD THAT TEACHERS ARE USING, EDUCATORS ARE USING THAT WE ARE TRYING TO MAKE OUR CURRICULUM AND CONTENT APPEAL. CRITICAL THINKING, COLLABORATION CREATIVITY AND COMMUNICATION. IF YOU KEEP THOSE FOUR THINGS IN MIND WHENEVER YOU'RE DESIGNING A PROGRAM THAT REALLY HELPS TEACH STUDENTS THE KILLS THEY NEED TO BE SUCCESSFUL. WE ADD A COUPLE MORE ON HERE. WE OFTEN ADD CONTEXT, CONTEXT AND CROSS DISCIPLINARY AND SORT OF OUR SUB-Cs. THOSE ARE THE BIG ONES WE TRY TO
KEEP IN MIND. BECAUSE WORDS YOU NEED TO THINK ABOUT, CAREER AND COLLEGE READINESS. SO INSTEAD OF JUST BEING SAGE ON THE STAGE, YOU WANT TO BE THE GUIDE ON THE SIDE AND HELP STUDENTS ACCESS CONTENT AND THAT THEY'RE READY FOR COLLEGE AND CAREER READINESS. THE PARTNERSHIP XXIII 1st CENTURY LEARNING IS A GREAT RESOURCE. YOUTUBE HAS AWESOME VIDEOS ABOUT IT AND YESTERDAY I WAS LOOKING FOR THINGS AND REMEMBERED THE WEB WISE OF 2012 THERE'S A GREAT SESSION ABOUT 21st CENTURY LEARNERS. SO IF YOU GO TO WEB SIZE OF 2012 YOU’LL SEE A GOOD SESSION THAT WILL HELP YOU FIGURE THAT OUT. RESEARCH ABOUT DIGITAL TOOLS IN THE CLASSROOM. I’VE BEEN SEEING PRETTY SIGNIFICANT CHANGES. LOTS OF SCHOOLS GOING ONE TO ONE MEANING EACH STUDENT HAS A DEVICE. THE DEVICES ARE PREDOMINANTLY IPADS ALTHOUGH THAT SOT S CHANGING, WE'RE SEEING CHROME BOOKS, ANDROID TABLETS. SOME SCHOOLS ARE WHAT WE CALL BRING YOUR OWN DEVICE WHERE STUDENTS HAVE WHATEVER WORKS FOR THEM. A KINDLE, AN IPHONE IPAD, LAPTOP. AND THIS IS HAVING A SIGNIFICANT IMPACT ON CURRICULUM DELIVERY AS WELL AS HOW WE MAKE CURRICULUM. OTHER THINGS TEACHERS ARE ACCESSS IN THE CLASSROOM WHICH IS ONE REASON WE ARE GETTING TO PRIMARY SOURCES IN DIGITAL PRIMARY SOURCES.
WE KNOW TEACHERS WANT THE PRIMARY SOURCES THAT WE HAVE. WE'VE HEARD THIS OVER AND OVER AGAIN SO WE'VE BEEN DOING A LOT OF WORK TALKING TO TEACHERS ABOUT WHAT THEY WANT. WE DID A SERIES OF FOCUS GROUPS OVER 45 TEACHERS MANY DIFFERENT GRADE LEVELS. ALL DIFFERENT SCHOOLS OVER THE STATE IN MANY SUBJECT AREAS. EVEN THOUGH WE'RE THE MINNESOTA HISTORICAL SOCIETY, WE DIDN'T JUST TALK TO HISTORY AND SOCIAL STUDIES TEACHERS, WE TALKED TO MEDIA SPECIALISTS, FIRST GRADE TEACHERS, ENGLISH TEACHERS, EVEN MATH TEACHERS TO FIND OUT WHAT THEY WANTED FROM DIGITAL PRIMARY SOURCES. THIS IS WHAT WE HEARD. THEY LOVE USING OUR SOURCES TO FIND RESOURCES BUT READING THROUGH ALL OF IT WAS TOO HARD. WAS A LOT OF WORK AND THAT WAS VERY OFF PUTING TO THEM. WE ALSO KNOW THAT STUDENTS ARE DOING A LOT OF THE RESEARCH AND STUDENTS NEED TO BE TAUGHT HOW TO DO THIS REEJ. SO THESE WERE TWO THINGS GUIDING US AS WE DID OUR RESEARCH. I WAS FORTUNATE ENOUGH TO HAVE TEN TEACHERS IN FOR A WEEK LAST SUMMER AND THE WHOLE FOCUS OF THAT TEACHER CAMP WAS TO FIND OUT WHAT TEACHERS WANTED FOR PRIMARY SOURCES. ONE GOAL WAS TO DEVELOP CRITERIA FOR CHOOSING PRIMARY SOURCES. WHICH SOURCES WERE WE GOING TO USE. THE OTHER WAS TO DEVELOP A TEMPLATE FOR CONTEXT AROUND PRIMARY SOURCES. WE KNEW TEACHERS WANTED INFORMATION, BUT WHAT DID THEY
WANT TO KNOW?
THIS IS WHAT THE WHOLE WEEK WAS
FOCUSED ON.
ONE THING WE LEARNED-- AND I'LL
RUN THROUGH OUR CONCLUSIONS
THERE THIS WEEK-- THESE SUSIE
CAN TELL YOU A LOT ABOUT THE
STORIES OF THESE OBJECTS BUT
THESE OBJECTS TELL THE STORY AND
THAT'S WHAT TEACHERS WANT.
THAT'S THE WHOLE POINT OF THESE
PRIMARY SOURCES.
WE WERE IN THE TEACHERS USE
PRIMARY SOURCES IN MANY
DIFFERENT WAYS.
THIS IS AN ONLINE POST IT NOTE
TOOL AND I HAD TEACHERS POST IT
UP AND IF YOU TAKE A PEAK
ANYTHING FROM HAVING STUDENTS
BRING IN THEIR OWN PRIMARY
SOURCES TO TEACHING ABOUT
PHOTOGRAPHS, ALL SORTS OF
DIFFERENT THINGS THAT TEACHERS
USE PRIMARY SOURCES FOR.
THIS WAS HELPFUL FOR US TO KNOW
WHAT THEY WERE USING THEM FOR SO
WE COULD BUILD TOOLS THAT THEY
COULD ACCESS OUR PRIMARY SOURCES
WE ALSO KNOW THAT THEY WANTED
FEWER RESOURCES, NOT MORE.
MINNESOTA HISTORICAL SOCIETY WE
HAVE LOTS OF PRIMARY SOURCES,
OBJECTS, PHOTOGRAPHS, MAPS,
EVERYTHING AVAILABLE, IS ORAL
HISTORIES AVAILABLE ONLINE.
BUT THAT'S REALLY OVERWHELMING.
FOR EXAMPLE, THIS SEARCH I JUST
TYPED IN CIVIL WAR, WE'RE REALLY
FOCUSED ON CIVIL WAR AND PULLS
UP OVER
1,300 OBJECTS.
OBJECTS PHOTOGRAPHED.
THAT'S A LOT OF THINGS TO SEARCH
FOR AND THAT WAS TOO MANY.
SO WE KNOW THEY DON'T WANT THAT
MANY.
WE NEED TO NARROW THAT DOWN.
INSTEAD OF 1,300 THEY MIGHT NEED 13 AND WE NEED TO SELECT THE BEST THINGS FOR THEM CHOOSE IN THEIR CLASSROOM.

AND HERE'S SHARON, TEACHER MRS. MEYERS TELLING US "I'M NOT GOING TO SIT THERE AND SORT THROUGH 100 PICTURES OF DOCUMENTS."

THEY DON'T HAVE TIME.

THEY HAVE A CLASSROOM OF KIDS.

THEY NEED SOMETHING QUICK AND THEY NEED IT NOW.

SO WE NEED TO DO THAT WORK FOR THEM.

WE ALSO LEARNED THAT THEY WANT THE CORRECT KIND OF INFORMATION.

WHEN WE PUT THINGS OUT THERE, WE KNOW THAT THERE'S A LOT OF GOOD INFORMATION, BUT TEACHERS DON'T WANT ALL THIS INFORMATION.

NOMENCLATURE, FOR EXAMPLE, IS A TERM THAT STUDENTS DON'T KNOW WHAT IT IS AND, FRANKLY, ISN'T RELEVANT TO THEM RIGHT NOW.

THEY WANT TO BE ABLE TO ACCESS THAT IF THEY NEED IT BUT FOR THE MOST PART AT THE LEVEL THEY'RE WORKING THEY DON'T NEED THIS DEPTH OF INFORMATION.

THEY WANT DIFFERENT INFORMATION, THEY WANT STORIES, THEY WANT THE STORIES ABOUT THE CIVIL WAR.

THEY WANT TO KNOW WHAT WE KNOW ABOUT IT BUT THEY WANT THE STORIES.

SO IN ESSENCE WE CREATED WHAT WE CALLED A RAPPER.

WE HAD THE TEACHERS DEVELOP THIS AND THEY CAME UP -- THIS WAS JUST A SAMPLE OF A WRAPER THAT THE TEACHER -- THIS WAS NOT BASED ON FACTS SO DON'T LOOK AT IT, THIS IS JUST A SAMPLE OF WHAT THEY WANTED.

AND THIS IS THE TYPE OF -- THE
WAY THEY'D LIKE TO ACCESS INFORMATION.
BASICALLY IT WOULD HAVE AN ABSTRACT WITH THE FIVE Ws IF YOU REMEMBER FROM ELEMENTARY SCHOOL, WHO, WHAT, WHEN, WHERE, WHY, AND HOW.
THEY WANT THAT INFORMATION. THREE OR FOUR SENTENCES WRITTEN AT A SIXTH GRADE LEVEL. THEY WANT US TO PROVIDE THE STORY THAT WE KNOW ABOUT THE PRIMARY SOURCE, THE SHORT NARRATIVE WHICH IS PART OF THAT ABSTRACT, THEY WANT IT WRITTEN AT SIXTH GRADE, LIKE I SAID. THEY JUST WANT ONE. WE WENT INTO THIS THINKING WE NEEDED A TEACHER WRAPPER AND A STUDENT WRAPPER AND THAT WAS A MISTAKE. THEY JUST WANTED ONE. PROVIDE ACCESS TO DEEPER INFO. SO ALL THAT INFO, THE NOMENCLATURE AND THAT OTHER INFORMATION THEY WANT THAT BURIED. THEY DON'T WANT THAT RIGHT AWAY. THEY WANT RELATED MATERIALS LIKE IMAGES, LINKS, RESOURCES, OTHER RESOURCES THAT RILTS WITH SO IT'S WEBBING OUT FROM ONE OBJECT TO ALL SORTS OF THINGS. AND CRITICAL THINKING QUESTIONS. THAT GOES BACK TO THE FOUR Cs THAT WE TALKED ABOUT. SUGGESTING CRITICAL THINKING QUESTIONS FOR TEACHERS TO USE. AND ALWAYS TIED TO THE STANDARDS ANOTHER THING WE LEARNED, THEY REALLY WANT IMAGES THAT ARE ZOOMABLE. THIS IS A HUGE TECHNICAL IMPLICATION, OF COURSE, WE HAVE TO MAKE OUR IMAGES MUCH LARGER WHICH IS ALL SORTS OF ISSUES, BUT WHEN I'VE BEEN OUT IN
CLASSROOMS, WHEREVER YOU HAND A KID AN IPAD WITH CONTENT ON IT, THEY IMMEDIATELY WANT TO MAKE THOSE IMAGES LARGE. THEY WANT TO LOOK IN CLOSE AND SEE WHAT'S THERE.

WE JUST HAD THE EXPERIENCE YESTERDAY, ACTUALLY, GOT AT NEW VERSION OF THE BOOK ON A DIFFERENT PLATFORM THAT ALLOWS ZOOMING IN ON IMAGES THAT WE HADN'T BEEN ABLE TO ZOOM BEFORE AND IT'S IMAGES WE'VE BEEN LOOKING AT FOR YEARS AND YEARS AND ALL OF A SUDDEN WHEN YOU CAN ZOOM IN ON THEM YOU SEE DECALS WE'VE NEVER NOTICED BEFORE SO THE ZOOMING PIECE IS REALLY IMPORTANT.

>> SELECTING PRIMARY SOURCES. THIS WAS A HUGE PIECE OF WHY WE BROUGHT THE TEACHERS IN. TELL US HOW WE MAKE DECISIONS ABOUT WHAT GOES UP, WHAT PRIMARY SOURCES WE CHOOSE. THESE THE THINGS THEY CAME UP WITH THAT ARE ESSENTIAL. WE HAD A NUMBER OF HOURS OF DISCUSSION ABOUT THIS. IT HAS TO ENCOURAGE CRITICAL THINKING AND INQUIRY.

THE PRIMARY SOURCES -- WE JUST GRABBED OBJECTS BUT ANYTHING HAD TO PROVIDE HISTORICAL EVIDENCE AND IT MUST SUPPORT THEIR CURRICULUM.

THERE WERE A FEW OTHER PIECES THAT WE COULDN'T QUITE ALL AGREE ON. THEY REALLY WANTED OBJECTS THAT SHOWED MULTIPLE PERSPECTIVES, SO DIFFERENT SIDES OF THE STORY. THAT HAS TO BE RELEVANT FOR STUDENTS.

AND THE REASON I SELECTED THIS AS A CIVIL WAR SURGEON CASE IS
WHEN WE TESTED THIS PHOTO --
THIS OBJECT WITH STUDENTS, THE
KIDS WERE JUST ENAMORED OF IT.
THEY THOUGHT IT WAS SO VERY
INTERESTING.
SO IT WAS RELEVANT.
THEY COULD RELATE IT TO THEIR
OWN LIVES.
AND I EVOKES EMOTION.
THIS OBJECT EVOKED EMOTION.
QUITE A BIT OF IT.
ONE INTERESTING THING -- AND,
AGAIN, WE'VE TALKED TO TEACHERS
OF ALL GRADES EVEN THOUGH OUR
CURRICULUM IS FOCUSING ON SIXTH
GRADE.
WE WANTED TO MAKE THIS RELEVANT
TO K-12 AND ALL GRADE LEVELS ARE
USING PRIMARY SOURCES.
THE K-4 TEACHERS TENDED TO USE
PRIMARY SOURCES THAT RELATED TO
EVERYDAY LIFE.
AND THE 5-12 TEACHERS TENDED NOT
NOT SOLELY-- BUT TENDED TO USE
OBJECTS RELATED TO EVENT.
FOR EXAMPLE THIS DUSTER COAT
JUST LOOKS LIKE A DUSTER COAT
BUT ONCE YOU KNOW IT WAS JESSE
JAMES INVOLVED IN THE JAMES RAID
IT HAS A WHOLE DIFFERENT STORY
AND EVENT TO IT.
THAT'S WHAT THEY WERE LOOKING
FOR.
THE OTHER PIECE WE'VE FOUND WAS
THE SELECTION OF OBJECTS REALLY
NEEDED TO BE DONE BY TEACHERS.
SO WE HAVE TWO OBJECTS HERE AND
I THINK WE HAVE A POLL, CORRECT,
KRISTEN?
>>
WHICH PHOTO WOULD YOU CHOOSE?
WOULD YOU CHOOSE OPTION A OR
OPTION B IF YOU WERE DELIVERING
THIS TO TEACHERS?
>>
THAT'S GOOD.
THANKS, KRISTEN.
YOU CAN CLOSE THAT POLL.
WE ARE USING OPTION A IN THE
BOOK AND THAT'S WHAT WE THOUGHT.
WE THOUGHT -- AND WHEN WE DID
THIS THERE'S A REASON THEY'RE
CHOOSING IT FOR THE BOOK.
THAT IS NOT WHAT THE TEACHERS
WANTED.
THE TEACHERS ALL CHOSE OPTION B.
WHY DID THEY CHOOSE OPTION B?
BECAUSE OPTION A, THIS ONE-- AND
I HAVE A LOVELY 15 MINUTE
TRANSCRIPT OF THIS WHEN THEY
CHOSE THE OTHER ONE-- THEY FELT
THIS PICTURE WAS FAR TOO
SPECIFIC.
IT WAS TOO SIMPLE AND TOO
LANGUAGE-BASED.
THAT WAS FASCINATING TO ME.
THERE'S TOO MUCH IN HERE THAT'S
TALKING -- THE CONTENT IS
DELIVERED THROUGH WORDS AND NOT
THROUGH VISUALS.
ONE TEACHER SAID IT DOESN'T
PAINT THE COMPLETE PICTURE AND
THAT OPTION B HE HAD MANY, MANY
MORE QUESTIONS TO ASK TALKING
ABOUT CONTEXT.
IN OPTION B -- LET ME GO BACK.
IN OPTION B YOU CAN TALK ABOUT
THE WEATHER, YOU CAN TALK ABOUT
THE FACT THAT THERE'S HOW MANY
PEOPLE AT THIS EVENT?
ONE OF THE TEACHERS TEACHES
RIGHT BY WHERE THIS TAKES PLACE
AND HE TALKED ABOUT HAVING HIS
STUDENTS TRY AND RELATE THIS
WHICH TOOK PLACE IN THE '60s TO
WHERE IT IS TODAY.
WHAT STORES ARE IN THIS AREA
RIGHT NOW.
HOW DOES THIS RELATE TO THEIR
LIVES.
IT WAS REALLY FASCINATING AND IT
REALLY CHANGED OUR MINDS ABOUT
WHAT WE PICK AND WHAT WE CHOOSE.
I'M GOING TO LET SUZI TALK A
LITTLE BIT ABOUT WHY THEY PICKED OPTION A FOR THE BOOK.
SUZI?
>> AS WE'RE THINKING ABOUT DESIGN, WE HAVE TO THINK ABOUT WHAT LOOKS GOOD ON A PAGE AND SO WE HAD MANY, MANY DISCUSSIONS WITH DESIGNERS ON EVERY SINGLE PAGE SPREAD OF THIS BOOK AND SOMETIMES THE IMAGES CAN'T BE AS LARGE AS WE WOULD LIKE IN THE PRINTED VERSION.
AND EVEN THOUGH WE'RE MOVING FROM PRINT TO DIGITAL, WHEN -- WE HAVE TO THINK ABOUT THAT PRINT BOOK AS OUR BASE AND SO IF A PHOTO CAN'T BE AS LARGE AS WE WOULD LIKE ON A GIVEN PAGE BECAUSE THERE'S A MAP OR A SIDEBAR OR JUST TOO MUCH CONTENT THAT WE'RE TRYING TO SQUEEZE IN AS IT IS, IT CAN GET HARD TO SEE WHAT'S HAPPENING AND THAT OTHER PHOTO WOULD BE -- WOULD JUST NOT -- THE PAGE WOULD NOT DO IT JUSTICE.
BUT WE'RE EXCITED BECAUSE ESPECIALLY NOW THAT WE HAVE THIS NEW INFORMATION AND WE'RE JUST ENTERING INTO THE PHASE WHERE WE'RE REALLY DOING A LOT MORE WITH THE DIGITAL VERSION WE CAN NOW INCORPORATE THAT.
AND I HAVE TO ADMIT, I WOULDN'T HAVE THOUGHT TO USE THAT OTHER PHOTO, EITHER.
I WOULD HAVE JUST DISCOUNTED IT ENTIRELY AND NOW WE KNOW BECAUSE WE TALKED TO TEACHERS WHO USE THIS CURRICULUM EVERYDAY WE WILL INCLUDE THIS AND WE'LL ALSO PROVIDE SOME CONTEXT AROUND IT. BECAUSE I THINK YOU DON'T WANT TO LEAVE TEACHERS COMPLETELY ALONE WITHOUT ANY SORT OF CONTEXT.
SO BACK TO YOU, SHANA.
AT THIS POINT, I SEE A COUPLE QUESTIONS COMING IN AND I WANT TO TALK BRIEFLY ABOUT -- I SEE CONVERSATION ABOUT THE ORAL HISTORY. WE'RE REALLY EXCITED ABOUT BEING ABLE TO INCORPORATE ORAL HISTORIES INTO THE ENHANCED E-BOOK THAT WILL BE COMING ALONG. JUST STARTING TO TALK ABOUT HOW WE SELECT THOSE ORAL HISTORIES AND HOW WE INCORPORATE THOSE BECAUSE I THINK THAT ADDS AN ELEMENT THAT WE HAVEN'T BEEN ABLE TO USE BEFORE SO WE'RE REALLY EXCITED TO DO THAT. BUT ANY QUESTIONS, KRISTEN, THAT WENT TO GO OVER AT THIS POINT?

I POSTED THE LINK. WE DID FEATURE THAT ORAL HISTORY IN THE DIGITAL AGE PROJECT LAST YEAR AND JUST GOOGLE THAT NAME, TOO, AND YOU'LL FIND THEIR WEB SITE. I THINK IT'S AT THE UNIVERSITY OF MICHIGAN AND IT'S -- I THINK IT'S GETTING MORE AND MORE ROBUST ALL THE TIME AS THEY ADD AND IMPROVE IT.

THERE WERE A COUPLE OF QUESTIONS ABOUT -- SPECIFICALLY ABOUT TEACHERS' CAMP. YOU TALKED A LOT ABOUT THE INFORMATION THAT YOU GOT OUT OF THAT PROCESS. BUT COULD YOU SHARE SOME SPECIFICS ON, LIKE, ON THE ACTIVITIES YOU HAD THEM DO? IN PARTICULAR HOW DID YOU GO ABOUT ASKING FOR THE INPUT THAT YOU RECEIVED?

WELL PUT THIS TOGETHER FAIRLY QUICKLY. IT WAS ONE OF THOSE LAST-MINUTE THINGS AND WE RECRUITED TEACHERS JUST BY PUTTING OUT A CALL FOR
TEACHERS AND THAT WASN'T A PROBLEM.
WE HAD FOUR AND A HALF DAYS AND I DID PROBABLY WHAT TEACHERS DON'T LIKE -- YOU WOULDN'T THINK TEACHERS WOULD WANT TO DO WAS A LOT OF SITTING AROUND AND TALKING.
WE DID A LOT OF BRAINSTORMING, A LOT OF WRITING IDEAS UP ON THE BOARD, BREAKING INTO SMALL GROUPS AND THEN THEY CAME TO THEIR OWN CONCLUSIONS ABOUT WHAT WE SHOULD DO.
LIKE I MENTIONED THERE WAS ACTUALLY A LOT OF DISAGREEMENT AND LOUD DISCUSSION ABOUT HOW -- WHAT CRITERIA WE SHOULD USE. IT WAS REALLY KIND OF ACTUALLY AMUSING TO WATCH THEM TRY AND HELP US FIGURE THAT OUT.
I ALSO HAD THEM SPEND A LOT OF TIME ON SMALL GROUP WORK WHERE THEY WROTE THOSE WRAPPERS.
WE PROVIDED THEM -- TO SAVE TIME WE PROVIDED THEM WITH A HANDFUL OF PRIMARY SOURCES, THE PHOTO OF THE PROTESTERS WAS ONE OF THEM, FOR EXAMPLE, AND ASKED THEM TO COME UP WITH AND WRITE THOSE WRAPPERS TO GIVE US THE EXAMPLES.
THEN WE ALSO HAD THEM DO PRESENTATIONS ABOUT HOW THEY WOULD USE THOSE PRIMARY SOURCES IN THEIR CLASSROOM AND WHAT THEY WOULD DO WITH THEM.
IT WAS A GROUP THAT RANGED THERE A FIRST-GRADE TEACHER THROUGH -- I GUESS I DIDN'T HAVE ANY HIGH SCHOOL TEACHERS.
BUT FIRST GRADE THROUGH EIGHTH GRADE TEACHERS IN THAT GROUP.
>> OKAY, GREAT.
AND THEN I GUESS THIS -- I THINK THIS TEACHER'S CAMP SORT OF TOUCHES ON AMANDA'S AND AMBER'S
QUESTION ABOUT TEACHER TRAININGS
AND HAVE YOU DONE ANY -- BEYOND
TEACHERS CAMP DO YOU REGULARLY
DO ANY SORT OF TEACHER TRAININGS
OR --
>> WE DO HAVE A WHOLE GROUP,
ANOTHER UNIT OF THE ORGANIZATION
THAT DOES TEACHER PROFESSIONAL
DEVELOPMENT.
SO TEACHER CAMP, I TRIED TO SHOW
THEM SOME THINGS THAT WE DID IN
THE ORGANIZATION BUT THAT'S NOT
WHAT THEY WANTED.
WE DID PAY THEM AND THEY WANTED
TO GIVE US INPUT THE WHOLE WAY
AROUND.
SO THAT TEACHER CAMP REALLY
WASN'T, I WOULD CONSIDER,
PROFESSIONAL DEVELOPMENT.
WE WERE ASKING THEM FOR
INFORMATION.
BUT WE DO DO A NUMBER OF OTHER
THINGS FOR PROFESSIONAL
DEVELOPMENT.
FULL DAY WORKSHOPS, PART DAY
WORKSHOPS, A LOT OF TRAINING ON
THE NORTHERN LIGHTS CURRICULUM
AND WE ARE JUST NOW STARTING TO
INVESTIGATE WEBINAR PROFESSIONAL
DEVELOPMENT TRAINING AS WELL.
>> OKAY, GREAT.
I THINK THAT CATCHES US UP.
>> GREAT.
>> AND I WILL ADDRESS THIS A
LITTLE BIT, TOO, BECAUSE PART OF
MY ROLE FOR MANY YEARS ON THE
EDUCATION OUTREACH TEAM WAS TO
RUN THE TEACHER PROFESSIONAL
DEVELOPMENT AND A FEW THINGS I
WOULD POINT OUT, ONE IS WHEN
YOU'RE WORKING WITH A GROUP OF
TEACHERS, I HAVE ALWAYS FOUND IT
HELPFUL TO GIVE THEM SPECIFIC
TASKS.
SO IN THE CASE OF THE WRAPER
THAT SHANA MENTIONED, WE WANTED
TO KNOW SPECIFICALLY IF I WERE
TO GIVE YOU MULTIPLE OBJECTS TO
CHOOSE FROM, WHAT EXACTLY DO YOU
WANT TO KNOW AROUND THAT
ARTIFACT?
AND WE GAVE THEM A VERY SPECIFIC
TASK.
AND THE REASON I SAY THAT IS
THAT DIFFERENT GROUPS OF
TEACHERS HAVE COMPLETELY
DIFFERENT CULTURES AND IT'S GOOD
TO BE PREPARED THAT YOU MIGHT
GET A GROUP THAT IS COMPLETELY
ENTHUSIASTIC, THEY YELL, THEY
COMMIT IDEAS AND THEY'RE
ENGAGED.
BUT WHAT I OFTEN FIND WHEN I'M
LEADING PROFESSIONAL
DEVELOPMENT-- AND THIS IS
DIFFERENT-- THE ONES I HAVE THAT
LED PRIMARILY ARE -- WELL, WE'VE
DONE FOCUS GROUPS THAT SHANA
MENTIONED WHERE WE WERE PAYING
TEACHERS AND THEN WE ALSO HAVE
LED PROFESSIONAL DEVELOPMENT
WHERE THEY ARE PAYING US.
I HAVE FOUND THAT WHEN WE LEAD
PROFESSIONAL DEVELOPMENT OFTEN
TEACHERS COME IN THINKING "THIS
IS NOT MAYDAY TO BE UP IN FRONT
OF A GROUP, I DO THAT ALL THE
TIME EVERYDAY IN FRONT OF MY
STUDENTS.
THIS IS MY DAY TO JUST TAKE IN
INFORMATION AND NOT BE IN CHARGE
RUNNING THINGS."
SO I SOMETIMES FIND THAT
TEACHERS COME IN WITH A CULTURE
OF NOT WANTING TO PARTICIPATE,
ACTUALLY.
AND THAT SURPRISED ME WHEN I
FIRST STARTED THIS ROLE BECAUSE
I WOULD OFTEN THINK "OH, THIS IS
EXCITING, WE HAVE 15 NORTHERN
LIGHTS TEACHERS FROM DIFFERENT
REGIONS OF THE STATE ALL
TOGETHER."
AND I WOULD HAVE PLANNED THINGS
 THAT WOULD REQUIRE THEM COME UP AND PRESENT AND SHARE WITH EACH OTHER.
BECAUSE I KNOW THOSE TEACHERS HAVE GOOD IDEAS.
BUT SOMETIMES THEY WOULD COME IN WITH THIS ATTITUDE OF "I'M JUST SHY" AND THEY DON'T ALWAYS REALIZE THE VALUE IN WHAT THEY BRING TO THE TABLE.
SO I FOUND OVER THE YEARS THAT IF I HAVE A VERY SPECIFIC TASK FOR THEM IT'S EASIER FOR THEM TO FEEL COMFORTABLE AND GET INVOLVED.
AND YOU JUST MIGHT NEED ENCOURAGE THEM BECAUSE THEY DO HAVE A LOT OF INFORMATION TO SHARE.
IN FACT, WE VALUE TEACHERS MORE THAN ANYTHING IN WHAT WE DO EVERYDAY BUT THEY DON'T ALWAYS WANT TO JUMP UP AND PARTICIPATE AS MUCH AS YOU THINK.
I ALSO SAY WE PLANNED THIS EXPERIENCE, THIS TEACHER CAMP, WE HAD AN AGENDA WHERE EACH HALF DAY ROUGHLY WAS PLANNED OUT.
OR TWO HOUR-HOUR BLOCKS, BUT WE ALSO KNEW THAT WE WANTED TO BE FLEXBLE THAT IF IT TOOK A DIFFERENT TURN-- AND THAT WAS A LOT OF DIALOGUE AND THIS GROUP WAS VERY ENGAGED AND IT WAS A LOT OF FUN-- THAT WE WOULD BE ABLE TO BE FLEXIBLE THE AS WE WENT.
SO I'LL JUST GO AHEAD AND MOVE ON TO THE NEXT SESSION HERE, WHICH IS CONNECTING TO STANDARDS AS WELL AS SOME OTHER LESSONS WE HAVE LEARNED AND AS I MENTIONED BEFORE, THE FACT THAT WE'RE WORKING TOGETHER HAS TAUGHT US SO MUCH MORE THAN IF WE HAD BEEN WORKING ON OUR OWN.
SO MANY OF YOU DO WORK WITH K-12
REGULARLY SO YOU MAY KNOW THAT INCLUDING INTERDISCIPLINARY CONNECTIONS IS CRUCIAL AND BECOMING EVEN MORE IMPORTANT.

THERE IS A NATIONAL TREND TO HAVE STUDENTS LEARN MORE ABOUT DIFFERENT KINDS OF DISCIPLINES AS THEY’RE GOING THROUGH, BECAUSE WILL PREPARE THEM FOR THEIR FUTURE IN A DIFFERENT WAY THAN I LEARNED WHEN I WAS IN SCHOOL.

>> AUDIO COMPONENTS ARE CRUCIAL AND THIS IS SOMETHING THAT IF YOU ARE ONE OF THOSE PEOPLE WHO WORKS WITH K-12 AUDIENCES REGULARLY IT WON’T SURPRISE YOU.

BUT WHAT I HAVE FOUND IS THAT FOR TEAM MEMBERS THAT WE HAVE WHO DON’T WORK WITH TEACHERS OR SCHOOLS REGULARLY, THEY’RE SHOCKED BY THIS, ACTUALLY.

AND WE’VE HAD A LOT OF ALMOST PUSHBACK ALONG THE WAY AS WE’VE TRIED TO SAY "AS WE RESEARCH HOW TO BRING THIS CURRICULUM INTO A DIGITAL FORMAT, WE NEED TO HAVE AN AUDIO COMPONENT THROUGHOUT THE ENTIRE THING."

AND THERE’S BEEN A LOT OF SURPRISE ABOUT THAT BUT IF YOU ARE WORKING IN SCHOOLS REGULARLY, YOU KNOW THAT ALL STUDENTS BENEFIT FROM AUDIO COMPONENTS.

WE'RE HEARING ABOUT STRUGGLING READERS MORE AND MORE AND THERE’S -- YOU ALMOST CAN’T WALK INTO AN ELEMENTARY OR MIDDLE SCHOOL AND NOT HEAR ABOUT STRUGGLING READERS.

WE ALSO ARE TRYING TO CONNECT WITH ENGLISH LANGUAGE LEARNERS AND THAT BRINGS ME TO THE NEXT POINT WHICH IS THAT SPANISH AND OTHER TRANSLATIONS ARE BECOMING
A necessity and not a luxury and something that if you have the with all and the ability to plan for that and whatever you're creating it will greatly increase chances that it will get used. This is the new Social Studies Standards that just came out last year. I won't go into detail about it but I just will point out that Grade 6 here is the level where our project lives and we're covering Minnesota Studies. As you can see, it's surrounded by History of North America at the fifth grade level and U.S. Studies at grade seven and then all along the line here.

I'll just briefly mention what Minnesota Studies mains prior to this latest revision. The requirement for our curriculum was to cover Minnesota History. But now it's Minnesota Studies because it covers a variety of discipline. So no longer are we just teaching history, but we're also actively covering Citizenship and Government, Economics, Geography.

So I would also broader than to say that will Social Studies is being marginalized throughout the country and I hope not in other countries but if you can find ways to connect your project to Math or Science it will also be popular and much more able to be used by our audience. With I'll give some examples of how we're doing that in our curriculum and I'll say it's
BEEN ONE OF THE MOST FUN PARTS AS I'VE BEEN INVOLVED WITH THE EDITORIAL SIDE. THESE ARE SOME OF THE SIDEBARS THAT WE CREATED. BECAUSE ONE OF THE THINGS WE TALKED A LOT ABOUT WAS HOW DO WE INCORPORATE THE EXPECTATIONS WITHOUT GETTING IN WAY OF THE NARRATIVE WHICH IS ONE OF THE STRONGEST PARTS OF THE CURRICULUM. IT REALLY READS LIKE A STORY AND IT'S FUN AND ENGAGING FOR STUDENTS AND WE DIDN'T WANT TO MAKE IT CLUNKY BY SUDDENLY INSERTING AN CON CONCEPT. WE JUST FOUND FOR OUR PARTICULAR PURPOSES INSERT SIDEBARS WAS THE WAY TO DO THAT. AND ALTHOUGH IT'S HARD TO SEE THEM HERE, I'LL TELL YOU A LITTLE MORE ABOUT THEM. THIS ONE IN THE MIDDLE HERE IN GREEN IS AN ECONOMICS SIDEBAR FOR OUR FUR TRADE CHAPTER. AND IT'S CALLED "FASHION: IT'S BEEN AROUND FOR CENTURIES." AND THIS SHOWS A PHOTO FROM OUR COLLECTION OF A GENTLEMAN WEARING A SILK TOP HAT AND WE TALK TO STUDENTS ABOUT HOW THE FUR TRADE WENT INTO DECLINE BECAUSE FASHIONS CHANGED IN EUROPE. AND ANOTHER STORY I'LL TELL THAT'S RELATED TO THIS WAS SEVERAL YEARS AGO WHEN I WAS EXHIBITING AT A CONFERENCE I HAD A NORTHERN LIGHTS PAGE OPEN AND IT WAS SHOWING TOP HATS THAT INCLUDED FUR NOT SILK LIKE THE ONES SHOWN NEW THIS PARTICULAR PHOTO AND A TEACHER CAME UP TO ME AND SHE SAID "OH, I CAN'T BELIEVE I'M ABOUT TO TELL YOU THIS," BUT SHE SAID "ALL THIS
TIME I'VE BEEN TEACHING I'VE BEEN PICTURING COON SKIN CAPS WHEN I READ ABOUT FUR HATS DURING THE FUR TRADE."
AND IT WASN'T until she saw the photos of those top hats in our book and, of course, it's a great way to feature collections items, she didn't understand why they were so fashionable.
So that just goes to show the power of visuals and the power of primary sources in education for teachers as well as students.
I'll also mention here in the purple sidebar on the right, this one is a geography sidebar called "location matters" and it's a way we are able to connect geography to one of the paintings in our collection. And this one talks about land use over time, which is one of the standards that's required in this Minnesota grade six benchmark.
And we talk in these paragraphs about the importance of a confluence of the river. And we first mentioned a Dakota word for the confluence of rivers and in this particular case we're talking about a place where the fur trade developed and where the U.S. government built a fort because different groups over time knew how to value rivers and they used it differently based on that.
I also have here on the left a civics and government connection and this is another photo from our collection of burial mounds. In this case we're talking about laws that protect burial mounds not only in Minnesota but in the
UNITED STATES.
BECAUSE ONE OF THE NEW
REQUIREMENTS IS TO TEACH
STUDENTS ABOUT SPECIFIC LAWS AND
HOW LAWS WERE CREATED.
SO I HOPE THAT AS I'M TELLING
THESE STORIES YOU'RE THINKING OF
ABOUTS THAT YOU'LL BE FEATURING
THAT MIGHT CONNECT TO THESE
THINGS BECAUSE, OF COURSE, AS
YOU KNOW, IF YOU'RE TEACHING
HISTORY YOU ARE TEACHING
ECONOMICS, YOU ARE TEACHING
GEOGRAPHY AND YOU ARE TEACHING
CIVICS.
BUT WE JUST HAD TO BE VERY
HEAVY-HANDED ABOUT IT AND POINT
IT OUT IN A NEW AND FUN WAY.
SO IF YOU CAN THINK OF THAT, ALL
THE BETTER.
FOR EXAMPLE, HERE IS ONE OF OUR
BRAND NEW ACTIVITIES IN THE
REVISED SECOND EDITION.
IT GOES CHAPTER 12 AND IT TELLS
A STORY OF THIS IMMIGRANT FAMILY
WHO CAME TO HIBBING, MINNESOTA,
WHICH IS ON THE IRON RANGE, IN
1915.
AND FIRST WE HAVE STUDENTS
EXPLORE THE PHOTOGRAPH AND WE
HAVE THEM LOOK AT THE PETITION
FOR CITIZENSHIP WHICH MENTION IT
IS FAMILY MEMBERS THAT ARE
PICTURED HERE.
WELL, IN FACT, PART OF THE
MYSTERY OF THIS IS THAT NOT ALL
OF THE PEOPLE PICTURED IN THE
PHOTO ARE ON THE PETITION FOR
CITIZENSHIP.
AND MAYBE YOU CAN LOOK AT THIS
NOW AND WE'LL ASK YOU THE SAME
QUESTION THAT WE ASK STUDENTS
WHICH IS IS THERE SOMETHING
UNUSUAL -- IS ONE OF THE PENAL
IN THIS PHOTOGRAPH LOOK SLIGHTLY
DIFFERENT THAN THE OTHERS?
AND AS STUDENTS FIND OUT LATER
In the activity, the woman third from the left has been added in later, which was an early version of Photo Shop. She actually -- thank you, yes, there she is.
The Petersantis came to Minnesota not all together as a group.
First Gee Acceptpy came, then Madeleine that came and brought her remaining daughters with her except for the oldest who stayed in Italy.
And they kept trying to raise money to have her come over and make the trip but in the end she stayed in Italy and got married and they added her to the photo later.
In any case, students get to learn about this family while also exploring their economic situation.
In this case, Madeleine ran a boarding house while Jis Acceptpy worked in the minds and we're talking about how their family system worked together to raise money for the family and we introduced the concept of a budget because that's one of the new personal finance standards that students are required to learn in grade six.
So we thought this would be a fun way to make a budget interesting because we asked the students "how much would it cost to bring a family member from Italy to Hibbing during this time?"
And it was $125 approximately to make the trip.
So we say -- we have expensive information about the boarding house that Madeleine ran.
WE ALSO KNOW THE AMOUNT OF MONEY THAT GIUSSEPI MADE AS A MINOR. SO WE HAVE STUDENTS EXPLORE HOW LONG IT MIGHT HAVE TAKEN FOR THEM TO SAVE UP THAT AMOUNT OF MONEY AND WE HAVE A WORKSHEET ABOUT THAT.

ANOTHER THING WE LEARNED WHEN WE CLASSROOM TESTED THIS WAS ALTHOUGH THE STANDARDS REQUIREMENT ASKS FOR STUDENTS TO KNOW ABOUT BUDGETS, SIXTH GRADERS DO NOT EVEN KNOW THAT WORD. THEY'RE NOT FAMILIAR WITH THE CONCEPT AT ALL.

SO WE HAD TO SCALE BACK THE ACTIVITY AFTER WE CLASSROOM TESTED IT AND KEEP A VERY SIMPLE ACTIVITY THAT TEACHES UGT WHAT A BUDGET IS AND WE WENT BACK EARLIER IN THE BOOK AND STARTED TO BRING IN WORK SHEETS THAT TAUGHT WHAT A BUDGET IS SO WHEN THEY GET TO THIS ACTIVITY THEY CAN DIG DEEP AND LEARN ABOUT THIS PARTICULAR FAMILY’S BUDGET.

SO I WANT TO TALK A LITTLE BIT ABOUT LESSONS THAT WE LEARNED THROUGHOUT THIS PROJECT THAT ARE MORE OF A BROAD SCOPE. THIS IS SOMETHING THAT RELATES TO WHY I'M SO GRATEFUL TO WORK WITH SHANA.

BECAUSE I OVERSIMPLIFY SLIGHTLY HERE, BUT LET’S JUST ENVISION THAT I CAME FROM THE WORLD ON THE LEFT AND SHANA CAME FROM THE WORLD ON THE RIGHT. AND WHAT WE LEARN FROM WORKING TOGETHER IS THAT WE AS CONTENT PROVIDERS NEED TO BE SOMEWHERE IN BETWEEN.

AND WHAT I MEAN BY THAT IS I COME FROM A WORLD OF EDITING AND PUBLISHING AND I'VE MOSTLY WORKED WITH PRINT BOOKS AND
SHANA WORKS IN A WEB 2.0 WORLD WHERE DIGITAL CONTENT IS EVERYWHERE AND SHE KNOWS HOW FLEXIBLE TEACHERS ARE EVERYDAY IN THEIR CLASSROOMS AND I'M JUST GOING TO SWITCH TO THE NEXT SLIDE TO TALK A LITTLE BIT MORE ABOUT THIS. WHAT I'VE LEARNED IS THAT IF AS CONTENT PROVIDERS WERE ALL THE WAY TO THE LEFT OF THE SPECTRUM WE DON'T REALIZE THE NEED THAT TEACHERS HAVE TO CUSTOMIZE ONE OF THEIR MATERIALS. BECAUSE IF YOU WORK WITH STUDENTS AND TEACHERS-- AND MANY OF YOU DO" YOU ME THAT TEACHERS HAVE A SHARING CULTURE WITH EACH OTHER AND THEY'RE REWRITING CONTENT IN DIFFERENT WAYS AND TAILORING IT TO THEIR CLASSROOMS EVERYDAY. AND IF PUBLISHERS COME IN THINKING "WE ARE THE ULTIMATE AUTHORITY AND WE'RE GOING TO IMPART OUR INFORMATION TO TEACHERS WITHOUT LETTING THEM CHANGE IT," I THINK WE'RE GOING TO BE A DYING BREED. HOWEVER, IF WE'RE TOO FAR ON THE SPECTRUM ON THE RIGHT WHERE IN THIS DIGITAL WORLD EVERYTHING IS FREE, CONTENT IS EVERYWHERE AND IT'S ALL THE SAME I THINK WE'RE DOING A HUGE DISSERVICE OF THE TEACHERS BECAUSE THEY'RE CONSTANTLY BEING PUT IN A SITUATION WHERE THEY HAVE TO EVALUATE THE QUALITY OF EVERYTHING ONLINE AND IT VARYS SO GRAIT GREATLY AND AS I MENTIONED WE TAKE OUR VETTING PROCESS VERY SERIOUSLY ON THIS CURRICULUM AND THE GOAL IS TO BE SOMEWHERE IN THE MIDDLE SO THAT WHEN WE PROVIDE OUR ULTIMATE PROJECT, WHETHER IT'S DIGITAL OR
PRINT OR A FIELD TRIP, WHATEVER IT IS, WE NEED TO GIVE TEACHERS A STARTING POINT BUT FIND WAYS TO ALLOW THEM TO TAILOR IT. SO ALTHOUGH THAT'S ONLY TWO SLIDES, IT'S REALLY TAKE AN YEAR OF LEARNING FOR US TO GET TO THIS PLACE AND I WOULDN'T SAY THAT WE EVEN NOPE THE ANSWER YET ABOUT EXACTLY HOW TO DO THAT BECAUSE OF COURSE WE GET INTO ALL KINDS OF OTHER ISSUES WE DON'T TIME FOR TODAY SUCH AS COPYRIGHT AND EXPECTATIONS ABOUT INCOME GENERATION OR -- INCOME GENERATION VERSUS JUST MISSION EXPECTATIONS. SO WE HAVEN'T FIGURED OUT THE LOGISTICS ABOUT HOW THE DO THIS BUT I KNOW NOW FROM WORKING WITH SHANA AND THE TEACHERS THAT WE HAVE TO BE SOMEWHERE IF N BETWEEN.

I'LL TALK A LITTLE BIT MORE NOW ABOUT THE TRANSITION FROM PRINT TO DIGITAL. THAT'S BEEN QUITE A ROLLER COASTER. WE'VE HAD DARK DAYS AND EXCITING DAYS AS WE'VE WORKED ON THIS. AS SHANA MENTIONED, 21st CENTURY LEARNERS EXPECT DIGITAL TOOLS. I'LL JUST TELL A LITTLE STORY THAT SHANA WILL MAKE SURE THAT I HIGHLIGHTED.

WHEN WE TEST AND YOU CAN SEE THE PHOTO THERE IS FROM OUR FOCUS GROUPS THAT WE DID WITH SOME BELOVED TEACHERS IN BECKER, MINNESOTA, IN THIS CASE WE FIRST HAD STUDENTS OPEN UP THEIR BOOK AND THEY GOT TO A PAGE TO HAVE A HANDWRITTEN CIVIL WAR LETTER FROM A SOLDIER NAME CHARLIE GODDARD. AND THE TEACHER SAID SOMEONE RAISE THEIR HAND AND TELL ME
WHAT'S HAPPENING IN THIS LETTER. AND MAYBE ONE OR TWO STUDENTS SLOWLY RAISED THEIR HAND AND THEY SAID I THINK MAYBE THIS LETTER SAYS MOTHER ON IT. THEN SHE GOT OUT THE IPAD AND HAD STUDENTS PLAY THE AUDIO FILE OF THAT SAME LETTER AND THEN SHE SAID "NOW SOMEONE RAISE YOUR HAND AND TELL ME WHAT THIS LETTER IS." AND THE WHOLE CLASSROOM SHOT UP WITH HANDS AND KIDS WERE EXCITEDLY SAYING "CHARLIE GOT SO SHOT IN THE LEG AND HIS FRIEND IS STILL ALIVE AND HE'S WRITING TO TELL HIS MOTHER'S FRIEND THAT THE FRIEND IS STILL OKAY!" AND STHORP EXCITED I WILL SAY, TOO, THAT THIS HAS GOTTEN US INTO DEBATES ARE ARE WE ENCOURAGING OUR STUDENTS TO BE READERSTOR UNDERSTAND THE CONTENT? I WOULD SAY THE DEBATE IS STILL ONGOING ABOUT THAT. I BELIEVE BOTH ARE IMPORTANT. I ALSO WILL MENTION THAT MULTIMEDIA TOOLS INCREASE THE OPPORTUNITY TO ENGAGE ALL LEARNING STYLES WE CAN UPDATE CONTENT MORE READILY WHICH IS SOMETHING AS AN EDITOR I'M EXCITED ABOUT AND AS LIBRARIANS KNOW THERE ARE ALWAYS MISTAKES THAT HAPPEN TO MAKE IT IN AND, OF COURSE, NEW THINGS HAPPEN SO WE'RE EXCITED TO BE ABLE TO UPDATE OUR CONTENT MORE REGULARLY. THE DEVICES COMING OUT ALLOW US TO HIGHLIGHT COLLECTIONS IN FUN WAYS SO, FOR EXAMPLE, WE CAN DO 3-D -- WE CAN SHOW 3-D ITEMS AND SOMEHOW THEM FROM VARIOUS ANGLES WE CAN BRING IN ON LOAD VIDEO CLIPS.
YOU CAN HEAR FROM DRED SCOTT WHO WAS INTEGRAL TO MINNESOTA HISTORY AS WELL AS U.S. HISTORY. THEN WE HAVE SOCIAL MEDIA BROADEN OUR AUDIENCE. AND NOT JUST SOCIAL MEDIA BUT THE TOOL WE'RE USING TODAY. HERE ARE THINGS THAT ARE NOT SO FUN ABOUT THIS PRINT-TO-DIGITAL. ONE IS THAT THERE IS NO SILVER BULLET AND I CAN’T TELL YOU HOW MANY HOURS WE HAVE SPENT ON OUR TEAM TRYING TO DECIDE WHAT IS THE BEST WAY TO DELIVER THIS CONTENT THAT WE WORKED SO HARD TO CRAFT AND THERE OBAMA ADMINISTRATION NO EASY ANSWER BUT WE HAVE FOUND FOR OUR TEAM CREATING SOMETHING BROWSER BASED AS OPPOSED TO FOR A SPECIFIC DEVICE IS REALLY WHAT OUR TEACHERS AND STUDENTS NEED AND THE REASON FAR IS THERE'S A HUGE DISPARITY IN TECH READINESS THROUGHOUT THE STATE AND THE NATION AS WELL. SCHOOLS ARE INTERPRETING THIS DIGITAL LANDSCAPE IN EVERY WAY YOU CAN POSSIBLY IMAGINE SO IT DOES MAKE THINGS CHALLENGING FOR US. BUT IF YOU CAN HELP GET THIS STUDENTS TO THE MOST BROADWAY POSSIBLE, THAT'S BETTER. EDUCATORS WANT IT ALL. EVERY TIME WE ASK TEACHERS IN A SURVEY "WOULD YOU LIKE THIS OR THIS?" THEY WANT EVERYTHING AND WE DON'T BLAME THEM BECAUSE THEY'RE STRAPPED IN THE CLASSROOM AND THERE'S SO MANY EXPECTATIONS ON THEM TECHNOLOGY THE CHANGING QUICKLY AS YOU KNOW THERE'S SUCH A RANGE OF QUALITY OF CONTENT AND IT'S NOT THE SAME. SPECIFICALLY THERE'S A VERY
STRONG COMMON MISPERCEPTION OUT
THERE THAT DIGITAL CONTENT COSTS
NO MONEY.
IT SHOULD BE FREE.
IT IS FREE.
AND AS YOU ALL KNOW, YOU'RE
ASKING FOR GRANTS, TRYING TO
FIND A WAY TO FUND YOUR
PROJECTS.
IT'S IMPORTANT TO TRY TO SPREAD
THE MESSAGE THAT THE AUDIENCE IS
NOT PAYING FOR A PRINTING OF A
BOOK, THEY'RE PAYING FOR THE
CONTENT DEVELOPMENT AND AT SOME
POINT WHETHER IT'S THE END USER
PURCHASING POINT OR THE BACK END
DEVELOPMENT CONTENT, GOOD
CONTENT ISN'T FREE AND THAT'S
UNFORTUNATE.
I WISH THAT IT COULD BE BUT
THAT'S SOMETHING THAT AS WE MOVE
FORWARD INTO THIS DIGITAL AGE WE
HAVE TO WORK AGAINST THAT
MISPERCEPTION SOMETIMES SCHOOLS
ARE TRYING TO CHOOSE BETWEEN
SHOULD WE BUY DEVICES OR
CONTENT?
SO IF THERE'S ANYTHING WE CAN DO
TO HELP TEACHERS HAVE MORE
CONTENT THAT'S QUALITY THAT'S
WHAT WE'RE HERE FOR.
THIS IS SOMETHING THAT MAKES ME
NERVOUS ABOUT INTRODUCE THESE
NEW TOOLS AND EVERY TIME WE COME
UP WITH A NEW VERSION I THINK
OH, THERE'S GOING TO BE SO MUCH
PROFESSIONAL DEVELOPMENT NEEDED
TEACHERS ARE GETTING LESS
SUPPORT FAR AND INSTITUTIONS ARE
NOT HAVING MONEY TO DEVELOP IT
SO WHATEVER PROJECT YOU'RE
WORKING ON IF YOU CAN THINK
ABOUT WHAT MIGHT A TEACHER NEED
-- HOW MIGHT A TEACHER TEACH HOW
TO USE THAT?
IF YOU CAN INCORPORATE THAT INTO
YOUR PLANNING IT WILL HELP
ENSURE THE SUCCESS BECAUSE
TEACHERS ARE JUST SO BUSY.
YOU OFTEN HAVE TO LEAD THEM THE
WATER AND SHOW THEM HOW TO DRINK
YOU CAN MAKE THE BEST PROJECT IN
THE WORLD AND IF YOU DON'T TEACH
THEM HOW TO USE IT THEY MAY NOT
USE IT.
SO THAT'S SOMETHING TO THINK
ABOUT IF THERE'S ANYTHING YOU
CAN DO.
I'M GETTING CLOSE TO THE END
HERE BUT THERE'S SOMETHING ELSE
to think about broadly if you
Are working on something and
pitching it for a K-12 audience.
there are more decision makers
in school that we think need to
be consulted than even five
years ago.
WE NEED TO THINK ABOUT TEACHERS,
ADMINISTRATORS, SPECIAL NEEDS
TEACHERS, THOSE E.L.L.
TEACHERS-- ENGLISH LANGUAGE
LEARNER TEACHERS, OR TEACHERS OF
STUDENTS WITH SPECIAL NEEDS.
SCHOOL BOARDS ARE OFTEN INVOLVE
THINK ABOUT I.T. STAFF AND MEDIA
SPECIALISTS AND A NUMBER OF YOU
ARE CREATING DIGITAL PROJECTS SO
IT'S GOOD TO THINK, TOO, ABOUT
NOT THE PEDAGOGICAL NEEDS BUT
JUST THE LOGISTICAL SPACE NEEDS,
FOR EXAMPLE, OR WHAT DOES THE
DISTRICT NEED TO -- WHAT DEVICES
ARE NECESSARY?
WHAT BANDWIDTH IS NECESSARY IN
ORDER FOR THE END USER TO USE
YOUR PROJECT.
SO I BELIEVE THIS IS THE END BUT
WE JUST WANTED TO HIGHLIGHT THAT
TEACHERS ARE ENTHUSIASTIC ABOUT
THIS CURRICULUM AND ONE OF THE
REASONS FAR IS THE PRIMARY
RESOURCES.
SO, FOR EXAMPLE, THIS ONE
TEACHER SAYS "I HESITATE TO CALL
THIS A TEXT GIVEN ALL THE PRIMARY SOURCES INCLUDED."
Because of that another teacher says "I enjoy this book, the kids love it and I'm excited to teach it every year."
So just to close, I wanted to highlight again the free digital resources that we hope can help you and you can see a little bit more about the interactive elements that we have incorporated with this curriculum. For example, interactive maps, items that can be zoomed across the page and as Shana mentioned earlier we can look at closeups of artifacts that we never could before and we could include five images on a page instead of just one now.
And feel free to visit our website for a variety of other web resources as well.
So Kristen would this be a good time for questions and then I think we can stop -- then after that if Shana can demonstrate we'll try that but we don't know.
>> Okay, well, feel free if you have questions to type hit in the Q&A box.
But Amber was wondering if you think the Northern Lights curriculum would have been successful if it hadn't been support by a state curriculum. Was the connection necessary for the creation of the product? That might be just sort of a -- maybe that's an institutional question.
Do you think the historical society would have taken it?
>> Well, actually, the Northern
LIGHTS CURRICULUM PRECEDED THE REQUIREMENT TO TEACH STATE HISTORY.
SO CERTAINLY IT'S NOT ONLY BECAUSE OF STATE STANDARDS THAT NORTHERN LIGHTS EXISTS AND WAS POPULAR BECAUSE THE CURRICULUM CAME OUT IN 1989 BUT IT WAS IN 2004 THAT MINNESOTA HISTORY BECAME A REQUIRED TOPIC.
SO TEACHERS WERE TEACHING STATE HISTORY EVEN THOUGH IT WASN'T REQUIRED AND WE WERE ABLE TO PRODUCE SOMETHAT THAT THEN WHEN IT BECAME A REQUIREMENT I THINK IT ONLY THEN UNDERSCORED WHAT TEACHERS WERE ALREADY DOING SO THAT DOES HELP, MAKE SURE THERE'S ATTENTION PLACED ON THIS.
SO IT'S A LITTLE BIT OF BOTH. IT IMPACTS US BUT IT WAS AROUND AND IMPACTED US BEFORE STATE REQUIREMENTS.
>> I THINK YOU TOLD ME THIS IN PERSON BUT I WONDERED -- AND YOU SORT OF REFERENCED IT TALKING ABOUT YOUR DEPARTMENT AND SHANA'S DEPARTMENT THAT THIS IS A MULTIDEPARTMENT PROJECT.
SO DO YOU WANT TO REPEAT ALL OF THE DEPARTMENTS YOU HAVE?
>> THE NUMBER OF PEOPLE IN THE DEPARTMENTS HAS GROWN AND THAT'S A GOOD THING.
SO THERE'S EDUCATION OUTREACH AND WE ARE THE ONES WHO WORK WITH TEACHERS THERE'S SHANA'S TEAM AND THEY WORK WITH -- THINK ABOUT NEW WAYS TO CONNECT WITH SCHOOLS.
THERE'S THE MINNESOTA HISTORICAL SOCIETY PRESS AND THEY PUBLISH, OH, GOSH I SHOULD BE ABLE TO SAY OFF THE TOP OF MY HEAD BUT I THINK IT'S ON AVERAGE ABOUT 40 BOOKS A YEAR AND THEY HAVE
DELVED INTO THE E-BOOK WORLD AND THEY PUBLISH COOK BOOKS AND SCHOLARLY TREATISES, THEY DO LANGUAGE STUFF INVOLVING DAKOTA AND OJIBWE CONTENT AND THEY HAVE BEEN INTEGRAL TO THIS PROJECT BECAUSE OF THEIR KNOWLEDGE HOW TO PUT A BOOK TOGETHER AND THEY HAVE FANTASTIC RELATIONSHIPS WITH PRODUCTION VENDORS BOTH ON THE PRINT AND DIGITAL SIDE. AE ALSO WORK CLOSELY WITH OUR MARKETING DEPARTMENT AND I KNOW THAT DURING OUR WEBINAR ON THE THIRD SOMEONE MENTIONED THE IMPORTANCE OF MARKETING AND THAT WAS SOMETHING THAT GOT DISCUSSED AT THE WEB WISE CONVERSATION AS WELL.

IT'S GOOD TO THINK ABOUT HOW WE'LL MARKET PRODUCTS BECAUSE I THINK IN OUR INSTITUTIONS WE CAN GET CAUGHT UP IN THINKING HOW WONDERFUL OUR PROJECTS ARE BUT IF WE DON'T LET THE AUDIENCES KNOW ABOUT IT IT CAN GET BURIED UNDER ALL THE OTHER WONDERFUL THINGS THE INSTITUTION IS DOING SO SO WE WORK VERY CLOSELY WITH OUR MARKETING DEPARTMENT AS WELL.

>> GREAT CAT HAD A QUESTION. SHE WAS WONDERING WHAT PLATFORM YOU USE TO BUILD -- I GUESS THAT WOULD BE TO BUILD THE APP OR DO ANY OF THE OTHER PROGRAMS.

>> I CAN TALK ABOUT THIS. SUZI CAN TALK ABOUT THIS, TOO. THIS HAS BEEN A LONG PROCESS AND IT'S BEEN A COMPLICATED PROCESS. I'VE BEEN WORKING ON THIS FOR A COUPLE YEARS AND THINGS HAVE CHANGED QUITE A BIT IN THAT PERIOD OF TIME.

IF WE HAVE A MINUTE AND IF WE WANT TO I CAN DEMO THE APP. WE BUILT AN IPAD APP, WE HIRED A
DEVELOPER TO BUILD AN APP FOR US BASED ON CHAPTER 8 OF THE CIVIL WAR.
IT WAS JUST TO TEST IT OUT.
JUST TO HAVE AN IDEA OF WHAT THE POSSIBILITIES WOULD BE EVEN THOUGH THAT'S NOT THE WAY WE WERE GOING TO GO IT DEMONSTRATED TO THE STAKEHOLDER WHAT IS IT WAS WE WERE ENVISIONING WITH DELIVERING A DIGITAL CURRICULUM.
I THINK PEOPLE WHO HADN'T SEEN ANY OF THIS DIDN'T HAVE ANY IDEA WHAT WE WERE TRYING TO DO.
THE BEST PART WAS TO TEST IT FOR STUDENTS AND TEACHERS AND THAT WAS A REALLY GREAT TEST.
WE ARE NOT GOING TO GO WITH AN IPAD APP FOR A VARIETY OF REASONS.
WE WILL BE GOING A BROWSER-BASED VERSION THAT IS AVAILABLE ON -- THAT CAN BE USED ON ANYTHING FROM AN IPAD TO AN ANDROID TO A CHROME BOOK SO THAT'S WHERE WE'RE ENDING UP.
>> I THINK THAT'S AN INTERESTING POINT, THOUGH, WHY YOU'VE DECIDED TO NOT -- I THINK SUZI MENTIONED IT TO ME WHEN I MET HER WHY YOU'VE -- IF IT'S BRIEF, IF YOU CAN BRIEFLY DESCRIBE WHY YOU.
>> THE APP -- THERE'S A COUPLE -- APPS IS STILL VERY CONTROLLED AND IT DOESN'T ALLOW THE FLEXMENT THAT WE NEEDED.
IT ALSO MEANS ONLY SCHOOLS WITH I PRADZ ABLE TO ACCESS IT AND WHILE RIGHT NOW I'M ONLY SEEING IPADS, WE KNOW A LOT OF SCHOOLS ARE GOING CHROME BOOKS, BRING YOUR OWN DEVICE, THAT KIND OF THING SO SCHOOLS NEED TO ACCESS -- THEY WANT TO ACCESS THE INFORMATION, THE CONTENT ON WHATEVER DEVICE THEY HAVE THAT'S
THE BIGGEST REASON.
APPS ARE ALSO VERY COMPLICATED
TO WORK WITH FROM AN
ADMINISTRATIVE END IN TERMS OF
GETTING IT OUT TO SCHOOLS AND,
FRANKLY, THIS BOOK HAS 20
CHAPTERS AND AN APP THAT HAD ALL
20 CHAPTERS IN IT WOULD BE -- IT
WOULD FILL A A WHOLE 16 GIGABYTE
IPAD.
SO THAT'S NOT FUNCTIONAL.
>> THAT'S INTERESTING BECAUSE --
AND IF YOU WANT TO THE GO AHEAD
AND SHARE YOUR SCREEN, IT WOULD
BE GREAT TO SHOW THAT.
I KNOW THAT SOME OF YOU WHO
JOINED US TODAY MIGHT HAVE
THOUGHT OH, NO, AN APP HOW WILL
I MANAGE THAT?
SO NOW YOU HAVE YOUR ANSWER THAT
IT'S A NICE THING BUT YOU HAVE
-- YOU HAVE PROOF THAT -- SO
JUST DROP THAT DOWN AND I'LL
SHARE MY SCREEN AND WE'LL WORK
ON THAT.
>> JUST DO THE DROPDOWN AND
CLICK ON "SHARE MY SCREEN" FROM
THE DROP DON?
>> NOTHING YET, I'LL JUST TALK
WHILE YOU'RE DOING THAT AND FEEL
FREE TO CUT ME OFF IF YOU GET
THAT UP.
BUT IT SEEMS THAT STANDARDS ARE
INCREASINGLY A FOCUS AND THERE'S
CONTENT TO WHATEVER YOUR STATE
STANDARDS ARE AND I'LL -- I'LL
SAY THAT AND STOP FOR NOW.
WELL, ACTUALLY -- COULD YOU
ANSWER MARSHA'S QUESTION ABOUT A
SEARCH TERM SHE'S LOOKING FOR
THE APP?
ON ITUNES.
YOU SAID IT EARLIER.
>> SO IF YOU GO TO ITUNES,
SEARCH "MINNESOTA AND THE CIVIL
WAR."
THAT SHOULD PULL IT UP.
I'LL GHETTO THE PAGE THAT HAS THE LINK.
>> OF COURSE NOW IT DOESN'T WORK
>> SO YOU CAN ALSO GO TO BIT.LY/CIVILWARAPP, ALL ONE WORD.
>> LINDA JUST COMPOTE IT HAD COMPLETE LINK.
>> LINDA, THANK YOU!
WELL DONE.
>> IF YOU WANT TO TALK ABOUT WHAT'S HAPPENING ON THE A, OF COURSE IT'S NOT WORKING.
>> DO YOU WANT TO MINIMIZE YOUR SCREEN?
>> I'M SORRY?
>> DO YOU WANT TO JUST MINIMIZE THE MEETING ROOM ON YOUR SCREEN --
>> I'M HAVING TROUBLE WITH THE MIRRORING ISN'T WORKING. OF COURSE IT WORKED ALL MORNING BUT NOT NOW.
>> SO WHAT OUR APP HAS IN IT ARE -- WELL, I'LL TELL ABOUT ONE OF THE THINGS THAT'S THE MOST POPULAR ONE.
WE HAVE A BAYONET IN OUR COLLECTION AND THE STUDENT ACTIVITY THAT GOES WITH CHAPTER 8 YOU LOOK AT A PAINTING THAT WAS MISSIONED 40 YEARS AFTER THE CIVIL WAR HANGING IN THE MINNESOTA STATE CAPITAL. MANY TEACHERS LOVE THAT BECAUSE THEY CAN TAKE THEIR TEACHERS TO SEE IT.
AND WHAT WE HAVE STUDENTS DO IS COMPARE -- OH!
I'LL FINISH THIS SENTENCE AND SHANA CAN SHOW THIS.
BUT STUDENTS COMPARE THE PAINTING TO ACTUALLY’MS FROM OUR COLLECTION THEN THEY ASSESS HOW GOOD OF A JOB DID THE DOUGLAS VOC, WHO'S THE PAINTER, HOW DID HE DO?
His job was to do an accurate rendering of a Civil War battle and you can see different items from our collection that are depicted in the painting and you can slide back and forth and look at those items and that's one of the fun things we've been able to do with this Thooj you can't do in the textbook. And in particular the bayonet is one of the show pieces because in the print book the bayonet, in order to get it large enough to have any sort of scale, the bayonet stretches across the fold of the page and it's not very swift but if you're on the app you can slide your finger back and forth and the bayonet moves with it you can see what that item looks like. So here it is. This is the exciting bayonet. >> Can you see this? >> Yup! >> There's that bayonet. >> There it is! >> And as you can imagine, this -- while it might look like just a little gadget or trinket, there's lots of questions about it and they did all sorts of interacting with it and they took this like I mentioned before the visuals then took them into the text. So it was pretty special to see. Do you want me to walk through a couple other things here, Seuss I? >> Yes, I'll mute myself and you can do your demo. >> I cannot see questions so if there's questions, let me know. This was based on our second edition so it looks different
THAN THE THIRD EDITION.
THE WE DID ADD SOME
INSTRUCTIONAL THINGS WE FOUND
WHEN WE REVISED IT BECAUSE THERE
WERE TEACHERS, NOT KIDS, BUT
TEACHERS WHO DIDN'T QUITE KNOW
HOW TO ACCESS THE INFORMATION.
SO THAT WAS ADDED.
WE HAVE A LITTLE TIMELINE IN
HERE AND WHEN WE MOVE, THIS WAS
JUST A DEMONSTRATION PROJECT, WE
KNOW WE'RE GOING TO TAKE THIS
TIMELINE IN THE NEXT E-BOOK AND
EXPAND IT BEYOND THIS.
IN A MUCH MORE INTERACTIVE WAY.
AGAIN, AUDIO PIECE, ALL OF THESE
TERMS-- I'M NOT GOING PLAY THE
AUDIO BUT ALL OF THESE TERMS YOU
PUSH ON THEM AND YOU CAN HEAR
THEM.
IT'S BASICALLY LIKE TAKING A
PICTURE.
THIS APP HAS AUDIO SO ANY OF
THIS AUDIO CAN BE HEARD.
WE HAD PROFESSIONAL ACTORS
RECORDING THE AUDIO BECAUSE WE
KNOW KIDS RESPOND MUCH MORE TO
PROFESSIONAL VOICES THAN THE
COMPUTER VOICE SO IT WAS MUCH
MORE EXPENSIVE BUT WE THINK IT
WAS WORTH IT.
THIS IS JUST AN EXAMPLE OF AN
EXACTIVE CHART THAT IN BOOK I
NEVER UNDERSTOOD WHAT IT WAS
TRYING TO DO BUT ONCE I SAW IN
THE AN INTERACTIVE CHART IT
REALLY HELPS.
THIS IS AN EXAMPLE OF A PRIMARY
SOURCE IF YOU LOOK AT THIS
ARTICLE HERE THAT HAVING THE
AUDIO IN IT HELPED THE KIDS
ACCESS THE INFORMATION AND THE
CONTENT THAT WAS IN THERE.
THIS IS AN EXAMPLE OF WHERE WE
WERE ABLE TO SHOW MORE PRIMARY
SOURCES.
THIS CONTENT ISN'T IN THE BOOK
BUT IN THIS CASE WE WOULD ONLY SHOW ONE PHOTOGRAPH ON THE PAGE BUT IN AN APP WE WERE ABLE TO SHOW SIX AND ADD CONTEXT TO THE PICTURE AROUND HERE. **>> AND IT DID MAKE IT INTO THE BOOK IN THE LATER STAGES.**

**>> EXCELLENT.**

(LAUGHS) THE.

**>> THIS IS -- I'LL JUST SHOW YOU YOU CAN'T HEAR THE VIDEO BUT WE DEVELOPED THIS VIDEO, FOR EXAMPLE, FOR ANOTHER PROJECT AND SO WE WERE ABLE TO REUSE IN THE THIS APP AND THIS VIDEO IS NOT SIMPLE, IT'S VERY COMPLICATED AND WHEN WE TESTED IT IT WAS -- FIRST OF ALL IT WAS LOUD BUT KIDS WERE SO ENGAGED WITH THIS AND ABLE TO COME THROUGH LEARNING CONTENT THROUGH THIS VIDEO IN A WAY THAT THEY WOULD NOT HAVE BEEN ABLE TO ACCESS THROUGH PRINT SO IT WAS REALLY REWARDING TO SEE THAT BE DONE. AGAIN, ANOTHER INTERACTIVE MAP SO WHILE WE'RE NOT GOING WITH THIS APP FOR OUR FINAL SELECTION THESE ARE SIMILAR CONCEPTS TO WHAT WE'LL BE DOING. WE'LL HAVE AN INTERACTIVE MAP LIKE THIS.

THE CHARTS WILL BE LIKE THAT.

ANOTHER REASON IS THAT THESE PHOTOS ARE NOT ZOOMABLE AND WE KNEW THAT WAS AN ISSUE.

THIS PHOTO, FOR EXAMPLE, IS THAT ONE I JUST LOOKED AT PLATFORM WE'RE GOING TO USE AND IF YOU SEE IN THE BACK THERE'S ANOTHER PERSON GOING IN THE TEND. I'VE LOOKED AT THIS PICTURE FOR YEARS AND HAVE NEVER NOTICED THAT UNTIL I SAW IT YESTERDAY ON THIS OTHER TWO.

THIS IS THE LETTER WE TRIED TO
READ IN PRINT AND WHEN THEY
HEARD IT THEIR RESPONSE WAS JUST
AMAZING AND THEY WERE ABLE TO
LEARN THE CONTENT MUCH DEEPER
AND AT A DIFFERENT LEVEL.
THE LESSON WAS NOT ABOUT READING
1860s HANDWRITING.
THE LESSON IS WHAT DID CHARLIE
GODDARD SAY TO HIS MOTHER?
THAT WAS, I THINK, THE EXAMPLE
FOR ME THAT CONFIRMED THAT WE
WERE GOING IN THE RIGHT
DIRECTION.
THIS WAS ANOTHER EXAMPLE OF
BEING ABLE TO SEE A LOT MORE
PRIMARY SOURCES AND A LOT MORE
OBJECT TEACHERS ASKING FOR ME.
IN THE SECOND EDITION THERE WAS
ONE PICTURE, I THINK IT WAS THE
COOK STOVE BUT IN THE APP WE
WERE ABLE TO ADDED IN A BUNCH
MORE OBJECTS AND TEACHERS AND
STUDENTS REALLY LIKED THAT.
>> WE WON'T GO INTO IT HERE BUT
THERE'S A TEACHER'S EDITION.
IF YOU FLIP THE IPAD TO THE
PORTRAIT VIEW THE TEACHER'S
SEDITON DOWN BELOW AND WHEN WE
TESTED IT WITH THE KIDS THEY
LOVED BEING ABLE TOLL GO OUT --
A LINK FROM HERE WOULD TAKE THEM
THE MINNESOTA HISTORICAL SOCIETY
WEB SITE WHERE THEY COULD LOOK
AT MORE OBJECTS AND THERE WERE
DEFINITELY KIDS THEY DID THAT.
THIS IS AN EXAMPLE OF BEING ABLE
TO ZOOM IN AND WHAT KIND OF --
THE KIDS CAN LOOK CLOSER AT THE
PICTURES.
AND THIS IS THE PAINTING SUSIE
TALKED ABOUT THAT THE
INVESTIGATION THEY HAD TO FIND
THE OBJECTS IN THIS PAINTING AND
THE COMMENT WES HEARD FROM KIDS
WAS HOW MUCH CLEARER THE
PAINTING WAS ON THE IPAD THAN IN
THE BOOK.
THE BOOK HAS THE FOLD DOWN THE MIDDLE OF THE PAINTING ABOUT RIGHT CHEER MAKES IT A LOT HARDER TO ACCESS THE INFORMATION FROM THE PAINTING AND THE IPAD IT IT CAN BE MUCH BIGGER SO THEY CLICK ON THIS AND SEE THE FULL VERSION OF THE PAINTING WHICH MAKES IT MUCH MORE ACCESSIBLE. SUZI, ANYTHING ELSE IN PARTICULAR I SHOULD POINT SNOUT >> I WOULD JUST SAY FOR THOSE OF YOU WHO DO HAVE PAINTINGS AND OBJECT IN YOUR COLLECTION THIS WAS A POWERFUL CONCEPT ONE OF OUR WRITERS CAME UP WITH. I VISITED THE SCHOOL SIX MONTHS THEY DID THIS ACTIVITY JUST IN THE PRINT VERSION AND THERE WERE YOUNG STUDENTS AND PARTICULARLY I NOTICED THE BOYS WERE REALLY ENTHUSIASTIC ABOUT THIS ONE AND SIX MONTHS LATER THEY HAD VERY SPECIFIC QUESTIONS TO ME ABOUT THE INDIVIDUALS AND THE PAINTINGS SO I COULD TELL THAT IT HAD RESONATED WITH THEM. SO FEEL FEEL TO USE THAT SAME CONVENTION OF HAVING A PAINTING AND COMPARING IT TO OBJECTS AND SEEING WHAT YOUR STUDENTS THINK. I SAW A QUESTION COME IN, IS THE E-BOOK AVAILABLE TO THE PUBLIC? THIS PARTICULAR APP WHICH IS JUST CHAPTER 8 TEST, THE MINNESOTA AND THE CIVIL WAR, THAT IS AVAILABLE FREE FOR ANYONE BECAUSE WE WERE TRYING TO TEST THIS OUT AND WE THOUGHT THIS ALSO MATCHES AN M.H.S. INITIATIVE OF TEACHING ABOUT THE CIVIL SWOOR THAT'S FREE AND AVAILABLE TO ANYONE. THE E-BOOK FOR NORTHERN LIGHTS FOR ALL 20 CHAPTERS WILL BE AVAILABLE. ANYONE COULD PURCHASE IT BUT IT
WON'T -- IT WILL BE FEE-BASED.
AND THE NORTHERN LIGHTS
CURRICULUM, THE BOOK ITSELF, THE
PRINT VERSION I'VE HAD MANY
ADULTS SAY TO ME "I PICKED THIS
UP BECAUSE MY SIXTH GRADER HAD
IT AND I STOLE IT AND NOW I WANT
TO PUT IT ON MY COFFEE TABLE."
SO IF YOU'RE AMONG THAT GROUP
YOU CAN FEEL FREE TO PICK UP A
COPY.

>> I WANT TO MAKE A LAST CALL
FOR QUESTIONS BECAUSE WE'RE
ABOUT 3:20 AND SAID WE'D GO TO
3:30.
YOU SHOULD SEE OUR EVALUATION
FOR WEBINAR.
I KNOW I.M.L.S. WOULD APPRECIATE
KNOWING FEEDBACK ABOUT THESE
WEBINARS AND THANKS FOR SHANA.
I SEEM GLAD YOU GOT TO SHARE
THAT APP.
IT IS NEAT.
I HAD A QUESTION ABOUT IT.
SO YOU'RE GOING TO USE MORE OF A
BROWSER PLATFORM FOR THE
EVENTUAL PRODUCT BUT IT WILL
STILL HAVE THOSE SAME FEATURES,
RIGHT?
THE ZOOMING AND --

>> IT WILL HAVE ALL THE THINGS
THAT WE DEMONSTRATED IN THE APP
AND MORE.
WHAT ARE THE OTHER PIECES THAT
WE KNOW TEACHERS WANT THAT
WASN'T IN THE APP WAS THE
ABILITY FOR STUDENTS TO TAKE
NOTES IN THEIR DIGITAL TEXT AND
TO HIGHLIGHT INFORMATION LIKE
COULD DO WITH A BOOK YOU COULD
WRITE IN.
SOME OF THE DIGITAL TOOLS ALLOW
YOU TO HIGHLIGHT THAT TEXT.
THE APP DOES NOT ALLOW US TOW DO
THAT AND THESE OTHER DIGITAL
TOOLS DO.
THEY ALSO -- THE OTHER DIGITAL
TOOL ALLOWS SOCIAL SHARING,
ALLOWS TEACHERS TO BUILD QUIZZES
RIGHT IN AND THAT KIND OF THING
WHICH IS A WHOLE DIFFERENT LEVEL
OF FUNCTIONALITY THAT THE APP
OFFERED US.
AND A LOT OF INTERACTIVE
FEATURES WILL BE PART OF THE BOOK
>> IF YOUANTED TO SEE THIS IS
WHAT -- WELL, MAYBE NOT IT'S NOT
THAT IMPORTANT BUT I WAS TRYING
TO FIND A SLIDE THAT HAD THAT
APP, A PHOTO OF THE APP I CON.
I'M NOT SURE WHY IT'S NOT
SHOWING UP.
>> WAS IT EARLIER IN THE SFWLEG'S
IT'S NONENY BECAUSE IT SHOULD BE
ON THIS PAGE AND THE FOLLOWING.
I'M NOT SURE WHY IT'S NOT THERE
NOW.
IN ANY CASE, THIS IS HOW TO FIND
IT.
>> AND WE WOULD LOVE YOUR FEED
BABLGL.
>> FEEL FREE TO CONTACT SHANA OR
MYSELF IF YOU HAVE ANY
QUESTIONS AND IF YOU WOULD LIKE
TO SHARE WHAT YOU'RE WORKING ON
AND WOULD LIKED A VICE.
I WOULD LOVE TO HEAR ABOUT OTHER
THINGS PEOPLE ARE DOING AS WELL.
SOL MARY'S ASKED A QUESTION.
AND I SAID I KNOW YOU COULDN'T
GET INTO ANYTHING HERE BUT ARE
THERE LIMITATIONS ON USING
CERTAIN IMAGES INTO ANY BOOK?
THAT Crosses INTO COPYRIGHT
>> WE ARE FORTUNATE TO HAVE SO
MANY ITEMS OF OUR OWN BECAUSE
CERTAINLY IF IT'S AN M.H.S. ITEM
WE CAN USE IT QUITE LIBERALLY
AND -- HOWEVER THERE ARE ITEMS
NOT PART OF OUR PROCESS THAT WE
UNDERGO TO MAKE SURE THAT
CERTAIN PAINTINGS OR PHOTOGRAPHS
THAT WE NEED PERMISSION FROM THE
PERSON WHO TOOK THE PHOTO SO
CERTAINLY LIMITATIONS REGARDING PERMISSIONS ARE IMPORTANT AND I'M TRYING TO THINK. I GUESS OTHER THAN THAT SIZING WOULD BE SOMETHING TO THINK ABOUT AND THAT WOULD BE SOMETHING MORE THAT OUR PRODUCTION TEAM MEMBERS FOR THE PRESS COULD TELL YOU. IF YOU'RE LOOKING FOR SPECIFICS ABOUT SIZING AND TIFF VERSUS JPEG FOR EXAMPLE I WOULD BE HAPPY TO TAKE QUESTIONS AND RUN THOSE BY OUR PRESS OR PERHAPS SHANA COULD ADDRESS THAT MORE THAN I COULD. BUT CERTAINLY LIMITATIONS ALL INVOLVE PERMISSIONS ON THE EDITORIAL SIDE.

>> THANKS, THAT'S HELPFUL. THERE'S A QUESTION FROM JEFF AND THIS JUST MIGHT BE USEFUL FOR OTHERS TO KNOW HOW YOU GOT -- WHAT YOUR CAREER PATH HAS BEEN TO GET TO THESE POSITIONS AT THE HISTORICAL SOCIETY. BUT I THINK THEY'RE REALLY INTERESTING AND EXCITING POSITIONS THAT YOU'RE IN BUT IF YOU DON'T MIND SHARING. SHANA, DID YOU HAVE HISTORY BACKGROUND AND GOT INTERESTED IN THE TECH SIDE OR DID YOU COME FROM THE TECH SIDE AND GOT INTERESTED IN HISTORY?

>> I WAS A HISTORY MAJOR IN COLLEGE AND I'VE BEEN AT THE MINNESOTA HISTORICAL SOCIETY FOR -- I DON'T KNOW IF I SHOULD TELL YOU HOW LONG. FOR 25 YEARS. I STARTED AS AN INTERPRETER AT A HISTORIC SITE. RAN HISTORIC -- ASSISTED AT AN HISTORIC SITE FOR A NUMBER OF YEARS THEN WENT INTO EXHIBIT DEVELOPMENT THEN DID
ADMINISTRATIVE WORK AND THEN THROUGH SOME LAYOFFS AND INTEREST I STARTED DOING TECHNOLOGY WORK BACK IN THE LATE 1990s AND WAS JUST TRAINED ON THE JOB. SO IT WAS JUST GETTING DROPPED IN WITH BOTH FEET AND HAVING TO LEARN HOW TO SWIM. HAVING GREAT MENTORS IN TERMS OF TEACHING ME. I CAN WRITE MY OWN HTML WITH THE BEST OF THEM BUT IT WAS JUST HAVING THE RIGHT PEOPLE THERE TO HELP ME LEARN AND ALL THAT. >> AND FOR ME I WAS AN ENGLISH MAJOR IN COLLEGE AND WAS ALWAYS FASCINATED BY PUBLISHING AND I KNEW THAT I WANTED TO BE AN EDITOR AND I ALSO KNEW THAT I WANTED TO DO SOMETHING INVOLVING EDUCATION AND SO I STARTED OUT AS AN EDITORIAL ASSISTANT AT A SMALL PUBLISHER AND THEN WAS ABLE TO MOVE TO A LARGER PUBLISHER. IN FACT, I USE TO BE ON THE GRAMMAR, USAGE AND MECHANICS TEAM AT A LARGE TEXTBOOK PUBLISHER AND WHEN I MOVED TO MINNESOTA THERE WAS AN OPENING TO REPLACE SOMEONE ON MATERNITY LEAVE WHO OVERSAW THIS PROJECT SO IT WAS THROUGH MY TEXTBOOK PRODUCTION EXPERIENCE AND EDITING EXPERIENCE THAT I CAME INTO THIS WONDERFUL PLACE AND I ALWAYS LIKE TO SAY THAT WHEN WE'RE OPEN TO EXPERIENCES THAT WE DON'T EXPECT SOMETIMES THOSE ARE THE BEST THINGS BECAUSE I DO NOT HAVE A HISTORY BACKGROUND AND HAVE BEEN ABLE TO LEARN SO MUCH AND I WILL HAVE BEING SURROUNDED BY HISTORY EXPERTS BECAUSE I'M A PROJECT MANAGER AND AN EDITOR AND THAT’S HOW I
CAME TO BE CONNECTED TO THIS PROJECT WHICH HAS BEEN THE MOST REWARDING ONE EVER I HAVE EVER WORKED ON.

>> THIS SHANA, AGAIN, I DO HAVE A MASTERS IN EDUCATION AND I TAUGHT FOR A COUPLE YEARS AS SWOLLEN TO FOR ME THIS PROJECT HAS BEEN A GREAT WAY TO MARRY ALL OF MY EXPERIENCES I FEEL VERY LUCKY.

>> WELL, THIS QUESTION SPECIFICALLY HAS TO DO WITH DIGITAL ARCHIVING. DOES THE HISTORICAL SOCIETY HAVE THOSE EXPERTS ON STAFF? SOUNDS LIKE HE’S CONSIDERING A POST-MASTER’S DIGITAL ARCHIVING CERTIFICATION PROGRAM AND I’M ASSUMING THAT’S A NEW TYPE OF A PROGRAM. SEEMS LIKE A GOOD IDEA TO ME BUT --

>> I DON’T WORK DIRECTLY WITH THEM BUT WE HAVE PEOPLE THAT HAVE BEEN WORKING ON THAT CONCEPT OF HOW DO YOU ARCHIVE DIGITALLY -- THINGS THAT ARE CREATED DIGITALLY, WE HAVE A WHOLE WING OF THE ORGANIZATION THAT DEALS WITH THAT TYPE OF THING.

>> AND I AM GRATEFUL TO WORK WITH PEOPLE WHO DO THINK THIS WAY BECAUSE, FOR EXAMPLE, WHEN WE BROUGHT TOGETHER THOSE FIVE SURVIVORS OF THE VIETNAM WAR I WAS IN PRINT PRODUCTION MODE AND WE BRAINSTORMED FOR MONTHS WITH THE WRITER OF THAT ACTIVITY AND WE KNEW HAD THAT IT HAD LEGS AND WE WERE EXCITED AND AS IT GREW AND FOUND THE PARTICIPANTS THAT FLESHED OUT THIS IDEA THAT HAD JUST BEEN A DREAM AT FIRST AND REALIZED WE WERE GOING TO HAVE ALL FIVE OF THESE PEOPLE I’M
LUCKY TO BE WORKING WITH PEOPLE LIKE SHANA AND OTHERS WHO SAID YOU CAN'T GET THOSE PEOPLE IN THE ROOM AND NOT GET AUDIO OF THE EXPERIENCE, YOU CAN'T NOT GET VIDEO OF THE EXPERIENCE. THIS NEEDS TO BE ARCHIVED AND SO WE FORTUNATELY HAVE A GREAT MULTIMEDIA STAFF HERE AND WE WERE ABLE TO ARRANGE TO HAVE THE WHOLE THING VIDEOTAPED.

>> IT'S EMBARRASSING TO ME TO SAY THAT IT DIDN'T EVEN OCCUR TO ME AT FIRST. SO WE ARE CERTAINLY -- THE TEAM IS THINKING BROADLY ABOUT THOSE KINDS OF ISSUES.

>> THAT'S GREAT.

WE'RE AT TIME SO I WANT TO THANK YOU SUZI AND SHANA FOR SHARING YOUR EXPERIENCES AND THESE LINKS THAT WILL BE AVAILABLE TO PEOPLE. AND WE'LL PUT UP YOUR POWER POINT IN P.D.F. ON OUR WEB SITE SO YOU CAN ACCESS TO URLs AFTER THE FACT AND THANK YOU SO MUCH FOR YOUR TIME AND FOR SHARING THIS GREAT PROJECT.

WE WISH YOU THE BEST OF LUCK AND WE CAN'T WAIT TO HEAR UPDATES.

>> THANK YOU FOR ASKING US.

>> YOU'RE WELCOME.

>> THANKS FOR HANGING IN, EVERYONE!

>> GREAT, WELL HAVE A GREAT REST OF THE DAY, EVERYONE.

THANKS AGAIN FOR TUNING IN.

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