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>> 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

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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 EXTENSIONIVE
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 FOR THAT IS 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 YEAR AND A HALF JUST IN TERMS OF REVISING THE CONTENT TO 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 GIVE PRAISES TO 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 ADAPTERS 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 THROUGH THIS COULD TELL ME WHAT YOUR FAVORITE PART 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 I'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 ENTREE 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 21st 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 SKILLS 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 WISE 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'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 ACCESSING 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 PUTTING 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 EASER 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
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 DPLERZ A DIFFERENT WAY THAN I LEARNED WHEN I WAS IN SCHOOL.

>>

AUDIO COMPONENTS ARE CRUCIAL AND THIS IS SOMETHAT 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.

SEW I WOULD ALSO BROAD 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 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 MADELINE RAN.

WE ALSO KNOW THE AMOUNT OF MONEY THAT GUISSPEI MADE AS A MINOR. SO WE HAVE STUDENTS EXPLORE HOW LONG IT MIGHT HAVE TAKEN FOR THEM SAVE UP THAT AMOUNT OF MONEY AND WE HAVE A WORK SHEET 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
SOURCES.

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 WEB
SITE 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 SEDITION 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 TO 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 YOU WANTED 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 SFWLEGS
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
BABLQ.

>> FEEL FREE TO CONTACT SHANA OR
MYSELF IF YOU HAVE ANY
QUESTIONSS 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 USED 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 BEEN 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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