BREAKING DOWN BARRIERS
Developing an Educational Outreach Initiative for Your Archive
SAA Archives*Records 2019 | Aug 6, 2019 | #s903

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@brooklyncollection
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Icebreaker

**Your challenge:**
You received a primary source when you entered the room. Find someone else whose source connects with yours somehow (note: that connection can't be "it's from Brooklyn!").

Introduce yourself to your new primary source partner and share:
- your name
- one thing about your primary source that resonates with you
- your experience or interest in working with school groups
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Session Goals

- Understand how **archival sources are ideally positioned** to foster the type of student inquiry, collaboration and informed action demanded by today's educational frameworks.

- Understand the **K-12 classroom context** and how to respond with skills-based activities that translate seamlessly to the college environment.

- Understand how an educational outreach initiative can **reach new audiences and break down barriers** between the public and your collections.
Brooklyn Collection

Repository for Brooklyn Public Library's institutional archives

1957: Informally materializes as a subdivision of History Department after Brooklyn Public Library is gifted the Brooklyn Daily Eagle "morgue"

1997: Formally established as Brooklyn Public Library's only archive and special collection

2006: First public reading room opens
Our mission is to serve New York City schools, educators and students by using archival education to cultivate 21st Century learning skills through the lens of local Brooklyn history.
Our Offerings

**Partnerships**
Class visits
Brooklyn Collection tour
Supplies, reference books, maps, primary sources

**Professional Development**
Content area specialist lecture
Skills-based, standards aligned classroom applications

**One-off Workshops**
Class visit
Brooklyn Collection tour
Brooklyn history topic or research skill focused
Impacts & Benefits

- Activating the archive
- Increasing the demographic of who we serve
- Two way support
- Planting seeds for future researchers, historians, and librarians
Things to Consider

- Funding
- Staffing
- Space and hours
- Institutional support
TODAY'S PEDAGOGICAL FRAMEWORK
Quick Reflection:

What was the point of our icebreaker?
How did it foster basic inquiry?
What IS inquiry??
National Standards
Common Core State Standards implemented across 42 states

The Common Core is a set of high-quality academic standards in math and ELA.

What are the goals of the Common Core?

- To keep American students competitive in a global market
- To prepare students to succeed in college & career & beyond
- To standardize higher-order thinking skills

The Backbone of This Model

21st Century Learning Skills
- Life and Career Skills
- Learning and Innovation Skills
- Information, Media, and Technology Skills

Inquiry & Project-Based Learning
- Focus on intellectual engagement
- Develop curiosity and critical thinking
- Inquiry-driven instruction

Higher-Order Learning:
- Develop higher- order thinking skills
- Emphasize critical thinking
- Encourage problem-solving
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21st Century Learning Skills

Life and Career Skills

Learning and Innovation Skills

Information, Media and Technology Skills

Inquiry & Project-Based Learning

Inquiry-Based Learning: active learning which encourages students to pose questions or probe problems, rather than simply being presented with facts

Project Based Learning: a teaching method in which students gain knowledge/skills by completing a project over an extended period of time as an answer to a question or problem

Example of an Inquiry-Based Project: identifying something wrong within your community and then finding or developing a solution to the issue, and presenting those findings in some visual/aural/written form
21st Century Learning Skills

Life and Career Skills

Learning and Innovation Skills

Information, Media and Technology Skills
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Local and State Standards: Content Specific Standards

New York City Scope and Sequence

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content Area</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Native Americans, Early Explorers and Colonial Development</td>
<td>How do issues of power, wealth, and control affect exploration and colonization?</td>
</tr>
<tr>
<td>2</td>
<td>The Road to Independence</td>
<td>Essential Questions: Did Native Americans Resist or Accept British rule? Did the American Revolution succeed?</td>
</tr>
<tr>
<td>3</td>
<td>A New Nation: The United States Constitution</td>
<td>Essential Questions: Why do people create, change, and dissolve governments?</td>
</tr>
<tr>
<td>4</td>
<td>A Nation Grows: Expansion and Reform 1800-1860</td>
<td>Essential Questions: How do issues of power, wealth, and control affect economic development?</td>
</tr>
<tr>
<td>5</td>
<td>A Nation Divided</td>
<td>Essential Questions: What are the implications of the Civil War?</td>
</tr>
</tbody>
</table>
Let's make this less abstract!

What would a lesson look like that is inquiry-based, and that prompts media literacy and critical thinking skills?
How do researchers interpret sources from archives?
... by making OBSERVATIONS and INFERENCES
What is an observation?
Something you see
What is an Inference?

An educated guess based on what you see
What do you **OBSERVE**?

What can you **INFER**, based on these observations?
KOREAN PRIEST DONATES BLOOD HERE — The Rev. Thomas Kim of Korea, a Catholic priest, has his temperature taken by a nurse, Emiline Zavitsky, in a vault at the Flatbush Savings Bank, 1550 Flatbush Ave., preparatory to donating blood along with 321 other Flatbush residents. Hugh B. Cutthrell, president of the Brooklyn Union Gas Company, and chairman of the Blood Donor Recruitments unit of the Brooklyn Red Cross, looks on. (Story on Page 17.)

FEB 17 1952
K-12
EDUCATIONAL CONTEXT
Classroom Types

Why is it useful to know this?

**ELL**
- English Language Learner
- May be within general education classrooms

**General Education**

**Self-Contained**
- Small class of only students with special needs or learning disabilities
- Often anywhere from 6-12 students in a class

**ICT**
- Integrated Co-Teaching
- General education learners, plus students with disabilities
- Multiple teachers; at least one has a special education degree

**IEP**
- Individualized Education Program
Resources for Teaching

What kinds of resources does today's Educational Framework require?

The Common Core emphasizes use of INFORMATIONAL TEXTS

We like to define informational text broadly, to include all kinds of primary and secondary sources.
Tools for Teaching

Differentiation vs. Scaffolding

**Differentiation:** Adapting sources and lessons for different learning levels and styles.

**Scaffolding:** Creating a ladder to move students toward independent learning.

Document Based Questions

We’ve talked about the Depth of Knowledge Chart because it can help us make Document Based Questions: questions that employ critical thinking strategies to analyze sources.

Document Based Questions are common on standardized tests; this is our opportunity to use archives as a tool for helping students succeed at standardized tests.

Depth of Knowledge

A tool for scaffolding by adding complexity.
Differentiation: Adapting sources and lessons for different learning levels and styles; tailoring instruction to meet individual needs.

Scaffolding: Creating a ladder to move students towards independent learning.

Let’s Reflect: How could we differentiate our previous activity for various classroom types?
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Try it Out!
Use the sheet in your workbook to create Document Based Questions for “Korean Priest Donates Blood Here.”
Try it Out!

Use the sheet in your workbook to create Document Based Questions for "Korean Priest Donates Blood Here."
What questions can we answer?
It was lovely meeting you!

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