BRIDGING THE GAP

2022 CONFERENCE

Working with high school teachers and librarians

Katie Strand & Jen Kirk
Utah State University Libraries

Conference Overview

- Half-day conference hosted by USU Libraries in July 2022
- Goals
  - Begin a dialogue with local educators regarding USU Libraries' resources
  - Discuss how we can better support students as they transition from high school to college
- Conference Tracks
  - Information Literacy
  - Primary Source Literacy
  - Digital Resources

Preplanning

1. Our partnership
   - First-Year Experience Librarian
   - Government Information Librarian
2. High school librarian meeting
   - Gained insight into wants and needs at the high school level
3. Admin support
   - Received budget approval and library involvement
4. Presentation submissions
   - Call for proposals shared with entire library

Participants

- 33 high school educators
  - History & social studies teachers
  - English teachers
  - High school librarians
- Compensation
  - $100 Amazon gift cards
- USU Libraries Participants
  - 16 presenters from three library units
  - 20 participants including faculty, staff, and admin

Conference Tracks

- Information Literacy
- Digital Resources
- Primary Source Literacy
  - Gov Info is part of Special Collections & Archives and was featured in this track

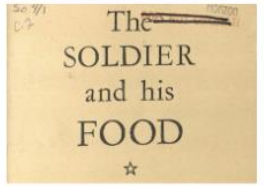
	Information Literacy	Primary Sources	Digital Resources
9:45-10:15AM	*Places Students Get Stuck: Identifying Troublesome Concepts and Sharing Strategies* Kacy Lundstrom, Rachel Wishkoski, & Britt Fagerheim	*Exploring Government Information as Primary Sources* Jen Kirk	*Open Educational Resources: Wherever, Whenever, Forever* Stephanie Western & Nick Gittins
10:30-11:00AM	*Teamwork Makes the Dream Work: Collaboratively Navigating Information Literacy Instruction in the Classroom* Katie Strand & Niki Fullmer	*Think Like an Archivist: An Exploration of Finding Aids Through Aggie History* Kelly Rovegno, Drew Roberson, & Heather Housley	*Using Omeka to Create Student Historical Digital Exhibits* Brittany Bertazon & Daniel Davis
11:15-11:45AM	*Building Students' Confidence as Scholars* Lara Petersen & Rachel Lawyer	*Bringing Archives to the Classroom: Teaching with Facsimiles of Primary Sources* Clint Pumphrey	*Media Moguls: Finding and Using Creative Commons Media in the Classroom* Erica Finch

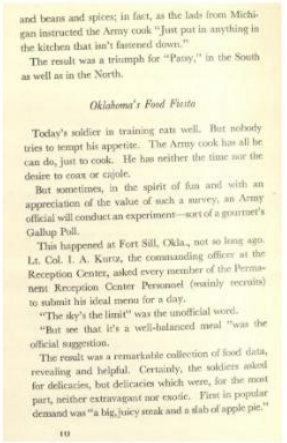
Government Information Session

- Lesson Plans with learning outcomes
- Digital Resources
  - Govinfo.gov
  - HathiTrust
  - DocsTeach
- Collection highlights

Primary Source Classroom Activities

- Theme: America at War
- Primary Sources
  - World War II home front pamphlets
  - Congressional Hearings
- Learning Outcomes:
  - As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.
  - Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals... potentially limiting the sources available for research.


The SOLDIER and his FOOD


and beans and spices; in fact, as the lads from Michigan instructed the Army cook "Just put in anything in the kitchen that isn't fastened down."

The result was a triumph for "Pansy," in the South as well as in the North.

Oklahoma's Food Fiesta

Today's soldier in training eats well. But nobody tries to tempt his appetite. The Army cook has all he can do, just to cook. He has neither the time nor the desire to coax or cajole.

But sometimes, in the spirit of fun and with an appreciation of the value of such a survey, an Army official will conduct an experiment—sort of a gourmet's Gallup Poll.

This happened at Fort Sill, Okla., not so long ago. Lt. Col. I. A. Kurtz, the commanding officer at the Reception Center, asked every member of the Permanent Reception Center Personnel (mainly recruits) to submit his ideal menu for a day.

"The sky's the limit" was the unofficial word.

"But see that it's a well-balanced meal "was the official suggestion.

The result was a remarkable collection of food data, revealing and helpful. Certainly, the soldiers asked for delicacies, but delicacies which were, for the most part, neither extravagant nor exotic. First in popular demand was "a big, juicy steak and a slab of apple pie."

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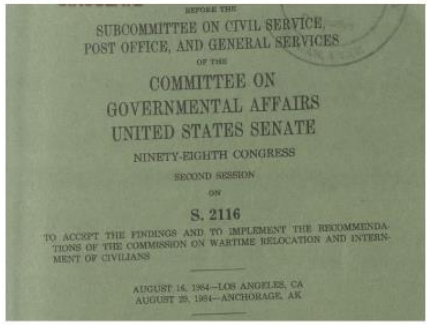
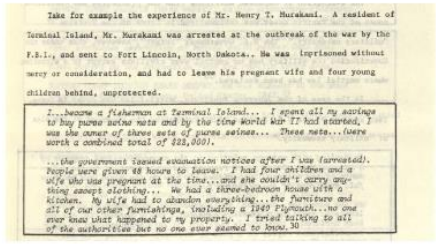

BEFORE THE
SUBCOMMITTEE ON CIVIL SERVICE,
POST OFFICE, AND GENERAL SERVICES
OF THE
COMMITTEE ON
GOVERNMENTAL AFFAIRS
UNITED STATES SENATE
NINETY-EIGHTH CONGRESS
SECOND SESSION
ON
S. 2116
TO ACCEPT THE FINDINGS AND TO IMPLEMENT THE RECOMMENDATIONS OF THE COMMISSION ON WARTIME RELOCATION AND INTERNMENT OF CIVILIANS
AUGUST 16, 1984—LOS ANGELES, CA
AUGUST 29, 1984—ANCHORAGE, AK


Take for example the experience of Mr. Henry T. Murakami. A resident of Terminal Island, Mr. Murakami was arrested at the outbreak of the war by the F.B.I., and sent to Fort Lincoln, North Dakota.. He was imprisoned without mercy or consideration, and had to leave his pregnant wife and four young children behind, unprotected.

I...became a fisherman at Terminal Island... I spent all my savings to buy purse seine nets and by the time World War II had started, I was the owner of three sets of purse seines... These nets...(were worth a combined total of $28,000).

*...the government issued evacuation notices after I was furloughed). People were given 48 hours to leave. I had four children and a wife who was pregnant at the time...and she couldn't carry anything except clothing... We had a three-bedroom house with a kitchen. My wife had to abandon everything...the furniture and all of our other furnishings, including a 1940 Plymouth...no one ever knew what happened to my property. I tried talking to all of the authorities but no one ever seemed to know.*30

Gov Info Discussion Topics

Discussion Questions

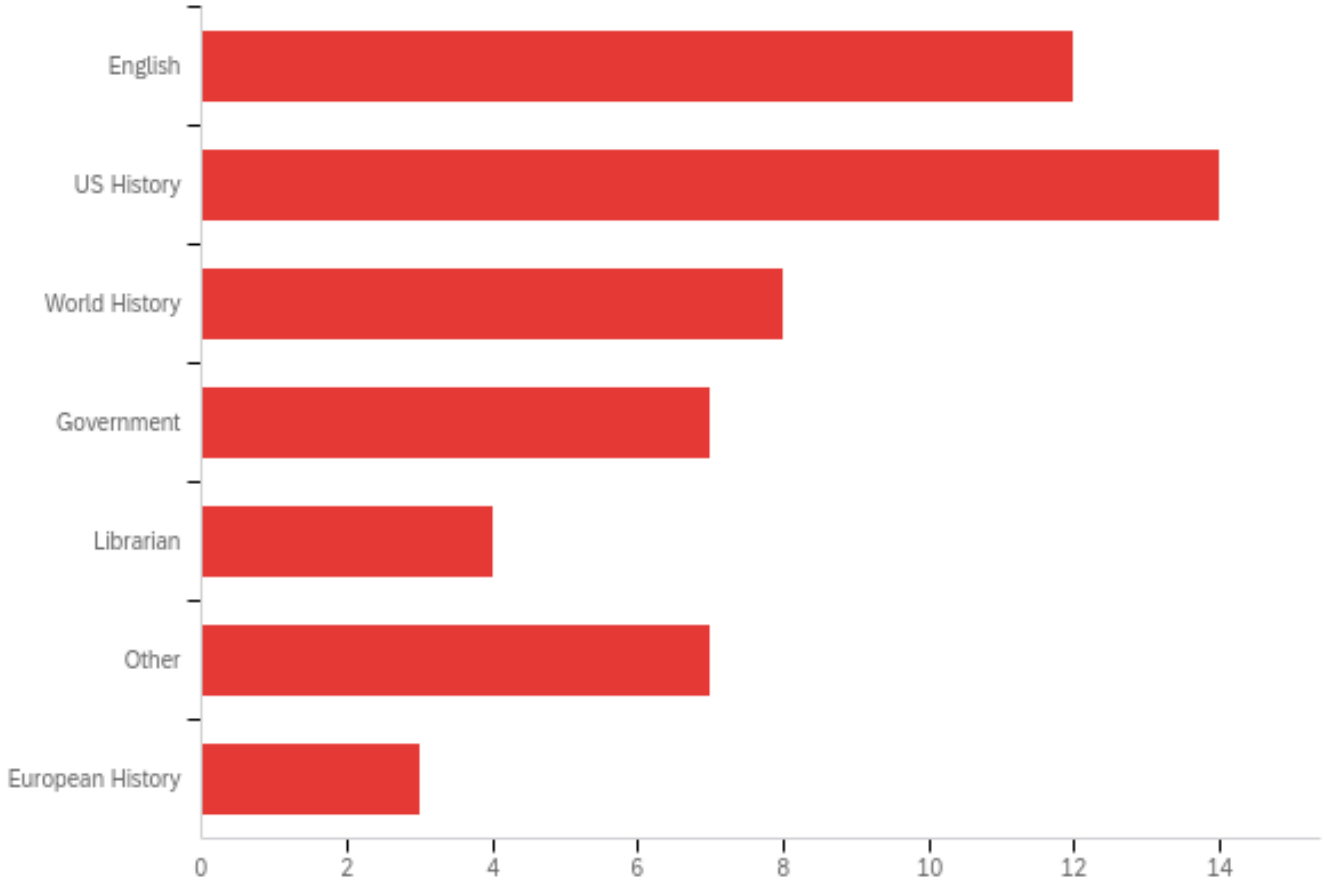
1. What types of primary sources do you already use in your teaching?
   a) How do you provide access to those sources?
2. What topics do you highlight that would benefit from primary sources from the U.S. government?
3. How do students engage with primary sources you already share?
   a) What successes and difficulties do they experience?

Answers and Takeaways

1. Familiar and using Library of Congress/DocsTeach
   a) High schools have Canvas module for digital resources
   b) Print out on paper, often at teacher's cost
2. Westward expansion, World Wars, Progressive Era, and Suffrage
3. Students struggle with handwriting and context, respond well to political cartoons
   a) Context is an issue – not enough time to prepare and explain

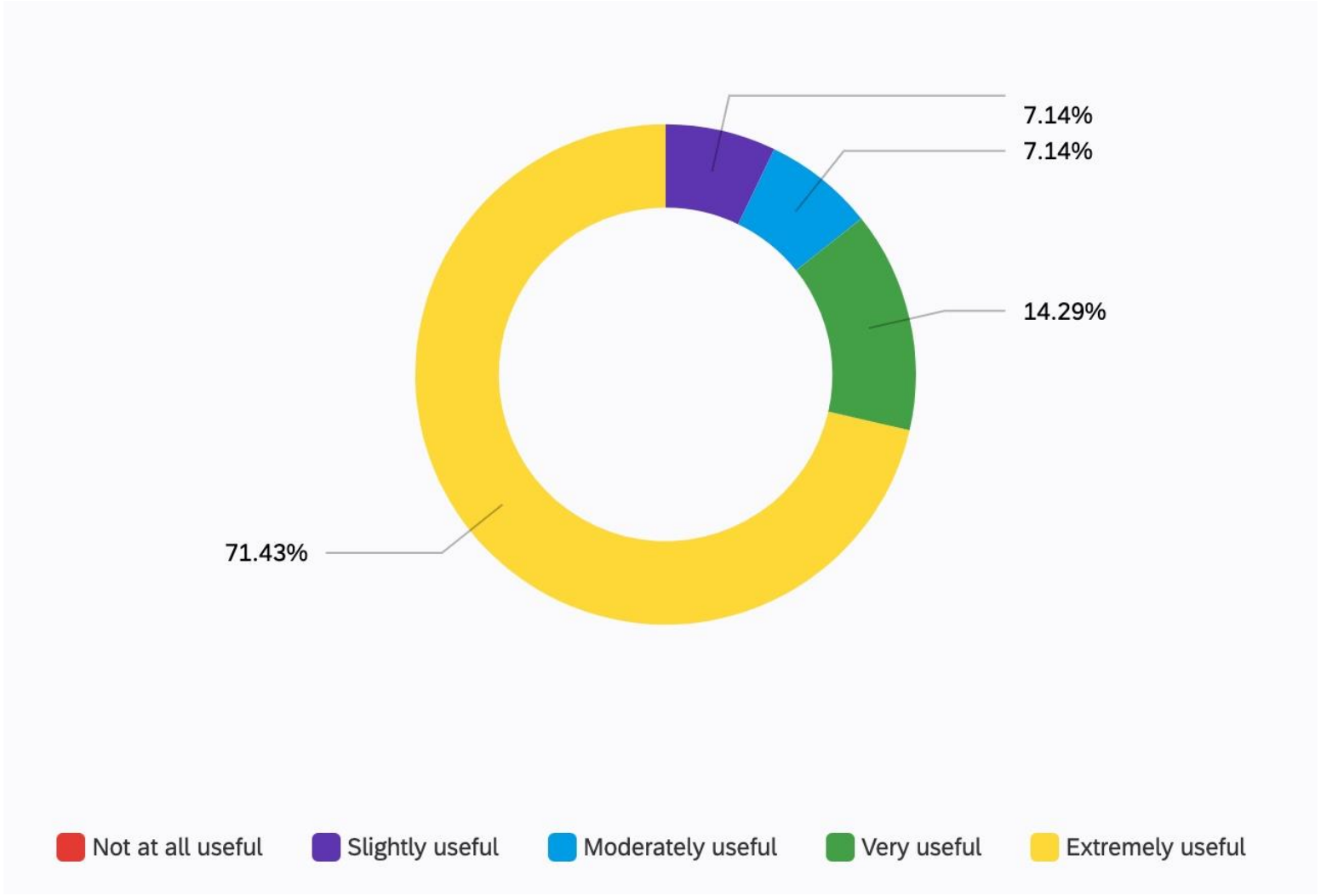
Assessment

- Strong connections to History & Government Classes
- Specifically invited English & History teachers
- Had 4 out of 5 high school librarians/media specialists in our county attend



Assessment

- Over 70% found it “extremely useful”
- 100% would attend again



Feedback from Participants

- “I thought the opportunity to work with librarians was awesome! It was cools to see what research is expected at college and what issues students are facing.”
- “Having a conference with librarians and teachers together! We need more opportunities as librarians to demonstrate what our profession can do in the classroom!”
- “I received several new ideas related to how to bring primary sources into my classroom…It was useful to learn about college student's challenges and successes when transitioning from high school to USU. I liked learning about the resources USU has for students. I am looking forward to working more closely with my school librarian to better teach information literacy after attending the Bridging the Gap conference.”

Spreading the Word: Promoting Government Publications to K-12

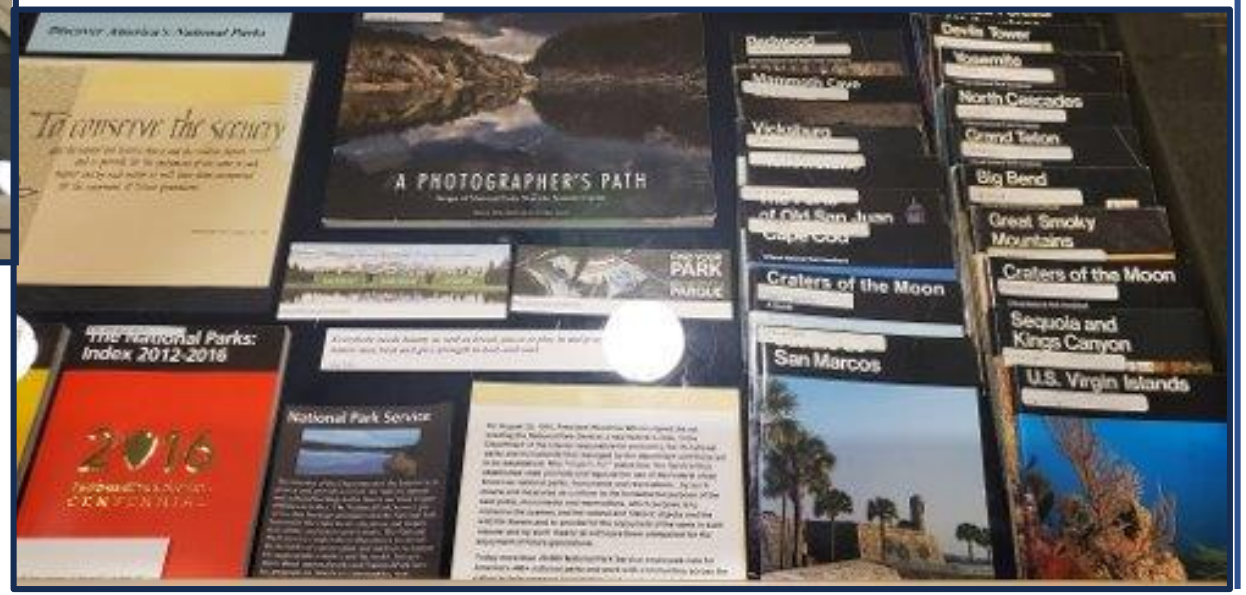
Perveen Rustomfram

Bess Robinson

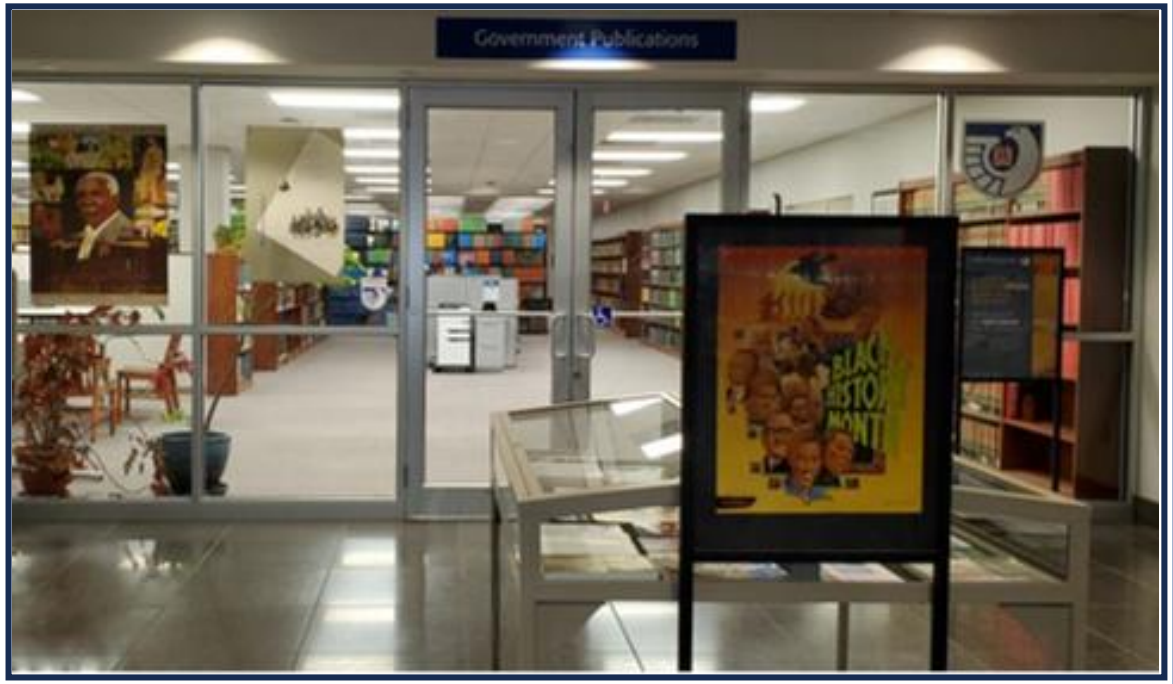
University of Memphis

THE UNIVERSITY OF MEMPHIS

Promoting Internally: Physical Displays



Promoting Internally: Posters



Promoting Internally: Resources for K-12

Clinton Memorandum Highlights*

- "Federal agencies can make a significant contribution to expanding [the] universe of knowledge . . . ." Agencies should:
  - "[c]onsider a broad range of educational resources, including multimedia publications, archives of primary documents . . . ";
  - "[f]ocus on the identification and development of high-quality educational resources that promote high standards of teaching and learning in core subjects"; and
  - "[m]ake . . . the material [developed] accessible to people with disabilities."
- "The Department of Education will . . . ensure that the agency-created material is of high quality, is easily accessible, and promotes awareness of Internet-based educational resources among teachers, parents, and students."

* https://www.govinfo.gov/content/pkg/PPP-1997-book1/pdf/PPP-1997-book1-doc-pg460.pdf

Expanding Our Audience: Tenn-Share, Local Schools, Tennessee Library Association

- 2014 Tenn-Share Fall Conference
  - "Free Federal Resources for Financial Literacy"
- 2015 (Arlington, Bartlett, Germantown, et al. 6th – 12th graders)
  - "Free Federal Resources for Financial Literacy for 6th – 12th Graders"
- 2015 Tennessee Library Association
  - "A Smorgasbord of Free Financial Literacy Resources"
- 2016 Tennessee Library Association
  - "Money Smart Week and Beyond: Financial Literacy Programs at Your Library"

Epiphany!

United States Census Bureau
Partners
Researchers
Educators
Survey Respondents
News
NAICS Codes
Jobs
About Us
Contact Us
Help
Topics
Data & Maps
Surveys & Programs
Resource Library
Search data, events, resources, and more
Measuring America's People, Places, and Economy
We Believe in the Power of Quality Data to Impact Public Life
Learn More

Expanding Our Audience: TLA, TASL

- 2019 Tennessee Library Association
  - "Extra Credit: Opening the Door to Free Educator Resources from the Feds"
    - Humanities, STEM resources
- 2019 Tennessee Association of School Librarians
  - "Building on Imagination: Free Educator Resources from the Feds"
    - Humanities, STEM resources

Expanding Our Audience: Shelby County Schools

- Contacted the Director, SCS Professional Development & Support
- Briefly demonstrated online our ideas to SCS personnel
- They offered feedback and anticipated that such a presentation would be “wonderful and awesome!”
- Presented virtually to librarians at the November 2020 Library Services District Learning Day

Expanding Our Audience: Shelby County Schools

- Invited to return in February and August of 2022
- Focused on sites with lesson plans/activities to support K-12 librarians, teachers
- Made the presentation more interactive

Selected Humanities/ Social Studies Sites

EDSITEment
Library of Congress for Teachers
National Gallery of Art
National Park Service for Educators
Smithsonian for Educators

Selected STEM Sites

Census
NASA
NOAA
National Science Foundation
USGS Resources for Teachers

Expanding Our Audience: Shelby County Schools Comments from Participants

- Glad to see there are lessons for elementary. Great way to support social studies!
- I will be using these sources for my Middle School Library Skills classes. Great Resource!
- Love that activity with the students' names! They would be so eager to learn about last names!
- I want to go get started!
- Very useful, free Ebooks. Many of our kids don't have access to books now
- Thank you for these awesome resources and information!
- Thank you, these are such great resources!

Ideas for Promoting Educator Sites to K-12

- State or regional meetings/fairs
- Tie-ins with the annual “Money Smart Week@your library”
- In collaboration with
  - In-service training for elementary, middle, and high school teachers
  - Guidance counselors
  - Neighborhood community centers
  - Organizers of Girl and Boy Scout troops and 4-H clubs
  - Junior Achievement (or other) volunteers who visit K-8 classes
  - Day-care centers/after-school programs for students
  - Youth and adult groups of religious institutions
- Home school groups in the community

Thank you!

Perveen Rustomfram
prstmfrm@memphis.edu

Bess Robinson
merobnsn@memphis.edu

Connecticut History Day at the Connecticut State Library

Jenny Groome
Reference Librarian
Connecticut State Library
Jenny.groome@ct.gov
860-757-6568

Connecticut State Library (CSL) as state agency

- State Librarian's Office – administrative offices
- CT State Archives (Archives)
  - Reference & use through History & Genealogy Reference
  - Digitizing older items through Preservation Department and harvesting born digital
- Museum of Connecticut History
- Reference Services Division – three units with separate reference desks
- Division of Library Development (DLD)
  - Supports public & school libraries
  - CT Library for Accessible Books (CT LAB – previously Library for the Blind)
  - Not in Hartford building
- Office of the Public Records Administrator - record retention for state & municipal governments
- **Collection Services**
- **Cataloging**

Reference Division @ CSL

Three units:

- **History & Genealogy (H&G)**
  - CT State Archives reference and secured collections use
  - CT newspaper collection
  - Maps – many, even from other collections
- **Law & Legislative Research (LLR or Law)**
  - Much older items in CT Archives
- **Government Information Services (GIS)**
  - Connecticut State Documents program (ConnDocs)
  - Federal Depository Library Program (FDLP) Regional for CT and RI

Digging Into History

- The Museum and State Library had an exchange program where students from Connecticut and Seicheprey, France engaged in archeological research on WWI and the American Revolution.
- https://ctinworldwar1.org/dih/
- The CT students did research in advance of going to France in 2019.
  - **Digging Into History: WWI Trench Restoration in Seicheprey, France (2019)**
  - They each researched a CT WWI soldier from their hometown (or local area) who was in Seicheprey
  - YouTube https://youtu.be/iJWl97UG5bc?si=_PSGaHueGgpucCoa

  - Note: this will not be addressed in this presentation – but wanted to mention it.

Connecticut History Day - Overview

- Connecticut History Day
  - https://www.historydayct.org/
  - "Connecticut History Day is an affiliate programs of National History Day (NHD). CHD annually engages thousands of middle- and high-school students in historical research, interpretation, and creative expression through project based learning. The program seeks to bring students, teachers, museums, and scholars together to support young people as they engage in history. Led by the Connecticut Democracy Center, CHD is presented with major funding and partnership support from CT Humanities."

- National History Day
  - https://nhd.org/en/

Connecticut History Day - CSL's Role

- Financial support from the Connecticut State Archives, State Library and the Connecticut State Historical Records Advisory Board through a grant from the National Historical Publications and Records Commission
- History of CSL staff being judges (in CT and other states)
- Research support
  - We don’t usually have school groups visit CT State Library for tours – except for History Day
  - Work to equalize access to our resources

Note: CT does not have county government. Each of the 169 towns have their own municipal government, including separate school districts funded by the town. Some smaller towns collaborate in regional school districts, and there are some school choice programs across some cities and towns. Connecticut has one of the largest wealth gaps - often reflected in disparate school systems.

Students and the CT State Library

- Presentation on Connecticut History Day YouTube https://youtu.be/BHObz3D04cI?si=PLN3jH_2Uk9tQ0l7
- Not always IN the library
  - We work via email, live chat, and phone calls
  - We try to work with student and teachers (rather than parents)
    - Try to get parental permission before emailing students directly – otherwise send to teachers' email accounts.
  - Research Guide
- In the Library
  - Field trips for specific research – coordinate with schools
  - Students come in with parents (not just homeschoolers)
  - Current hours limit students coming in person
    - Currently open to public Monday through Friday, 10-2 due to *critical* staff shortage

Quick History of History Day at CSL

- Some homeschoolers and a few students/parents contact us directly with research questions
- One regional school district historically made fieldtrips to CSL for research
  - At first the classes came at the beginning of their research, before they focused their ideas
  - Over time (and with our encouragement), they started visiting in between regional and state competition
    - This way they could use the judge's comments and revise their project before state competition
  - We would get a list of titles of students' projects before visit
  - CSL staff would pull selected resources to get students started
    - If we couldn't find a relevant source for student's topic in our state and federal collections, we would pull older magazines, like Life. Intrigued students (although Reader's Guide not so much)
- Other school districts would sometimes reach out to us
  - I would mention when talking with history teachers
- Then COVID-19…

Research Guide https://libguides.ctstatelibrary.org/historyday

- Research Guide changed during Covid19
- Originally meant as a "scratch pad" for staff to record what was pulled
  - Similar topics were repeated year to year, so this saved time
  - Not all librarians shared their resources to be put on the research guide
- Students and Teachers requested the lists be maintained year to year
  - Citation information available from other side of the state
  - Current year would be password protected for each school district that contacted me
  - Previous topics publicly available to help students select/focus topics for current annual theme
- Use of friendly URLs in LibGuides
- Eventually guide became everything a research guide shouldn't be – a massive list of resource examples
  - But it was requested we keep it that way

Change in Direction

- COVID-19 pushed our plan to change the research guide for remote use by students – and more students
- Move towards broader guide and away from specific student research
  - Fairer to participating students
  - Pandemic meant no in person visits
- Focus on resources with remote access
- Take annual theme and suggest broad topics with examples of CSL resources
- Plan to rework guide summer of 2022, then 2023, now maybe 2024?
  - 2022 got some feedback from students and teachers on improving guide
    - They still want long lists of resources
    - Reorganize by NHD time periods, as well as by broad subject (current organization)
    - **Eventually move toward more "how to" pages**
      - Use these pages across all reference units and link to from new web site

Issues

- Reaching Teachers
- Reaching Students
  - And parents – minors must have guardian sign library card application
- Titles of projects don't always indicate focus of topic
  - Doesn't indicate what students are looking for
  - Often need to talk with students first – but those on field trips have only a few hours in Hartford
- Explaining uniqueness of a state library
  - Helping students understand an archives collection
  - Government Depositories
    - Federal
    - State
    - Municipal – limited collection
- It's not all online
- Microfilm, Reader's Guide
- Staff time
  - Not part of statutory mandates
  - We have been short staffed since several waves of layoff over the years
    - 1980 – 175 average full time; 1990 161 average full time; 2000 total 121 (many part time); 2022 total 81 (including federal funded) – and then retirements
  - Spring 2022 saw “retirement tsunami” across all executive branch agencies.

What's Next?

- Update the CT State Library's research guide.
  - Archive guide (ArchiveIT)
  - Shorten current guide
    - Use friendly URL so patrons don't need to find new guide
    - More How To… pages (eventually tweaked for general public)
- Work on a collaborative guide?
  - Possibly work with GODORT and/or other groups to create something like State Agency Databases guide or Voting & Elections Toolkit

- Guide https://libguides.ctstatelibrary.org/historyday
- Questions?
- Suggestions?
- Interest?
- Jenny.groome@ct.gov