7-12 SOCIAL STUDIES

LIBRARY COLLECTION DEVELOPMENT

LAMP 2017 Workshop

Elizabeth Simmons, MLIS, Ed.S.
Office of Elementary Education and Reading
School Library Specialist
VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
To create collaborative relationships between school librarians and classroom teachers that transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
The AASL National School Library Standards encourage learners to:

**AASL Standards Overview**

- **INQUIRE**
  - Formulate questions
  - Seek knowledge
  - Use evidence
  - Share knowledge
  - Provide feedback
  - Make informed decisions
  - Plan an investigation
  - Connect to prior knowledge

- **INCLUDE**
  - Interact with others
  - Engage in discussion and debate
  - Consider multiple viewpoints
  - Analyze point of view
  - Reflect on own perspective
  - Recognize contributions of others

- **COLLABORATE**
  - Involve diverse perspectives
  - Solicit feedback from others
  - Participate in discussions
  - Solve problems as a group
  - Learn from others
  - Connect to shared knowledge

- **CURATE**
  - Gather information
  - Determine need for information
  - Choose sources carefully
  - Use a variety of sources
  - Question accuracy of information
  - Organize information

- **EXPLORE**
  - Read, write, and curate
  - Reflect and ask questions
  - Express curiosity
  - Engage in self-reflection
  - Be open to feedback
  - Persist in discovery
  - Strategically solve problems

- **ENGAGE**
  - Apply info and resources to learning
  - Use information ethically
  - Evaluate information
  - Avoid plagiarism
  - Share information
  - Practice internet safety
Children without basic literacy skills when they enter school are 3-4 times more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over 6 points.
Importance of Reading

15 minutes/day of independent reading can = 1 million+ words in a year.

Daily reading to children puts them almost 1 year ahead of those who are not being read to.
Importance of Reading

Children who read 3,000 words per day will be in the top 2% of standardized tests.

Children who read 20 words per day will be in the bottom 2% of standardized tests.

Source: "Why Reading at a Young Age Matters" - Harper Collins Children's Books
COLLECTION

CCRS FOR SOCIAL STUDIES
Collection guidelines are important for the systematic development and maintenance of the library’s print, media, and electronic collections so that the holdings of the school library supplement, enrich, and support the needs of its patrons.

<table>
<thead>
<tr>
<th></th>
<th>Fiction</th>
<th>Nonfiction</th>
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<td>Middle (6-8)</td>
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<td>High (9-12)</td>
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<td>Dewey Recommendations</td>
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The College- and Career-Readiness Collection Development for Libraries contains lists of either topics or titles in five areas.

- Fine Arts
- Science
- Social Studies
- World Languages
- Special Student Populations

DOCUMENT LINK
https://mdek12.org/LC
How to build a quality collection

1) Evaluate the current social studies collection using the keywords or terms listed in the *College- and Career-Readiness Collection Development for Libraries*

2) Have teachers evaluate the current print and non-print collection using the Collection Evaluation Form *(Section 4.4)*

3) Check the age of the current social studies collection using the Dewey Decimal Age Ranges *(Section 4.5)*

4) Develop a budget to “rebuild” the social studies or social science collections if necessary *(Section 6.2)*

5) Collaborate with teachers on when library resources and materials are needed *(Section 2.3)*
### TEACHER EVALUATION FORM

**LIBRARY INFORMATION**

CURRENT COLLECTION COPYRIGHT AGE _____________  
CURRENT COLLECTION TOTAL ITEMS _____________

COLLECTION REVIEWER ___________________________  
COLLECTION Reviewed _________________________

Please answer YES or NO to the questions in the table below for each collection listed. If any collection was not reviewed or is not applicable, please write N/A. Include any comments or explanation on the bottom and/or back of this form. Librarian should work with teachers, students, and administrators to help fill the gaps in the collection. This information should be included on the library monetary consideration.

<table>
<thead>
<tr>
<th>Collections</th>
<th>Are materials up to date?</th>
<th>Are materials used by faculty?</th>
<th>Are materials used by students?</th>
<th>Are there gaps in subject coverage?</th>
<th>Are scholastic levels appropriate?</th>
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<tbody>
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<td>Non-fiction</td>
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**REVIEW IS FOR**  
___ Annual Collection Evaluation  
___ Particular Curriculum Assignments

**I HAVE REVIEWED THE LIBRARY’S HOLDINGS AND I...**

___ find the collection current and satisfactory  
___ recommend the withdrawal of items  
___ recommend additional resources

**Add list of items that should be either withdrawn or added to the library collection.**
OVERVIEW

CCRS FOR SOCIAL STUDIES
Content Strands

- CIVICS
- HISTORY
- ECONOMICS
- GEOGRAPHY
- CIVIL RIGHTS
- SOCIAL STUDIES
The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs.

Civics instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation.
Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state’s K-12 educational programs.

Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally and globally.

Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity.
The economic strand should help students gain an understanding of economic concepts, while demonstrating an understanding of economic and financial literacy in order to make informed financial decisions throughout their lives.

Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.
The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems.

The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action with regard to self, other people, other species, and Earth’s diverse cultures and natural environments.
The history strand investigates events that change the way people live.

History is a record of the past, of people who changed society.

**We learn history from 2 sources: primary and secondary sources.**

The strand looks into how the past shaped the present, how have people and events changed society, and how have influences of other, more powerful countries, affected countries today.
Themes Junior High School

- **Seventh Grade:** Early World History
- **Seventh Grade Compacted:** US History from Exploration to Reconstruction/Civics and the World
- **Eighth Grade:** US History: Exploration to 1877
Courses High School

- Mississippi Studies
- Introduction to Geography & Advanced World Geography
- World History: Age of Enlightenment to Present
- US History: 1877 to Present
- US Government

Check with your teachers on how courses are mapped within your school/district.
Courses *High School*

- Economics
- African American Studies
- Psychology
- Sociology
- Law Related Education
- Minority Studies
- Humanities
- Problems in American Democracy
- History of the Ancient Middle East, 2000 B.C. to 1000 A.D.
STANDARDS

SEVENTH - EIGHTH GRADES
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley.

7.2 Examine an understanding of the development of civilization in the river valleys of China.

7.3 Demonstrate an understanding of the development of civilization in Indus Valley.

7.4 Analyze the development of civilizations in ancient Greece.

7.5 Inspect the development Roman Civilization.
7.6 Explore and evaluate the development of sub-Saharan civilizations in East, South and West Africa.

7.7 Compare and contrast the developments of early world religions and philosophies.

7.8 Assess the Middle Ages and the emergence of nation-states in Europe.

7.9 Investigate the impact of the Renaissance and the Reformation on Europe.
Seventh Grade Print Resources

Kuhtz, Cleo
Grades 5-8

Baum, Margaux
Grades 5-8

O’Connell, Eleanor
Grades 5-8

HarperCollins
Grades 5-8
7C.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation.

7C.2 Examine the challenges of civic engagement in the contemporary world.

7C.3 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors.
7C.4 Interpret how regions are used to describe the organization of Earth’s surface.

7C.5 Describe the characteristics and causes of human population changes and migration.

7C.6 Differentiate major aspects of the development of the United States from Exploration to 1754.

7C.7 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government.
7C.8 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic.

7C.9 Analyze the challenges and central ideas involved in creating the new nation.

7C.10 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion.

7C.11 Interpret the causes, challenges, and effects of the Industrial Revolution.
7C.12 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century.

7C.13 Examine the social and economic conflicts between the North and South that would eventually led to the American Civil War.

7C.14 Identify and evaluate the key events and people involved in the American Civil War.

7C.15 Analyze the Reconstruction efforts in post-Civil War America.
Seventh Grade Compacted Print Resources

Small, Cathleen
Grades 5-8

Hyde, Natalie
Grades 5-8

Uhl, Xina M
Grades 5-8

Randolph, Joanne
Grades 5-8
8.1 Examine major aspects of the development of the United States from Exploration to 1754.

8.2 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government.

8.3 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic.
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8.8 Interpret the social and economic conflicts between the North and South that would eventually led to the American Civil War.

8.9 Identify and evaluate the key events and people involved in the American Civil War.

8.10 Analyze the Reconstruction efforts in post-Civil War America.
Eighth Grade Print Resources

- Whiting, Jim
  Grades 5-8

- Morlock, Theresa
  Grades 5-8

- Uhl, Xina M
  Grades 5-8

- Benson, Alana
  Grades 5-8
STANDARDS

NINTH - TWELFTH GRADES
**MS.1** Examine the geographic features of Mississippi.

**MS.2** Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on its history and traditions.

**MS.3** Examine the motivations and the effects of European settlement in Mississippi.
MS.4 Explain the development of the Mississippi Territory and its evolution to statehood.

MS.5 Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.

MS.6 Recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state.
**MS.7** Examine the economic, political and social changes in post Reconstruction Mississippi.

**MS.8** Evaluate the role of Mississippi in the Civil Rights Movement.

**MS.9** Evaluate the economic characteristics of modern Mississippi.
**MS.10** Analyze the structure and function of local and state government in Mississippi.

**MS.11** Examine the cultural impact of Mississippi artists, musicians, and writers on the state, nation, and world.

**MS.12** Examine the contributions of various ethnic groups in Mississippi.
**Mississippi Studies Literature Connection**

**MS.8** Evaluate the role of Mississippi in the Civil Rights Movement.
Introduction to Geography

**ITG.1** Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies.

**ITG.2** Assess the nature, genesis, evolution, and meaning of places.

**ITG.3** Contrast how regions are used to describe the organization of Earth’s surface.

**ITG.4** Compare and contrast geographic patterns in the environment that result from the processes of Earth’s physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).
ITG.5 Identify and describe the characteristics and processes of human population and migration on Earth.

ITG.6 Apply the complex, multifaceted concept of culture to places on Earth.

ITG.7 Trace the patterns and networks of economic interdependence on Earth’s surface.

ITG.8 Analyze boundaries and territorially delimited entities and the cooperation and conflicts that occur among them.
**ITG.9** Interpret how human actions modify the physical environment.

**ITG.10** Analyze the patterns of human settlements and explain their processes of development and operation.

**ITG.11** Illustrate how human systems develop in response to physical environment conditions.

**ITG.12** Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location.
ITG.1 Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies.
**WH.1** Investigate the important ideas and achievements of scientists and philosophers in the **Scientific Revolution** and the **Age of Enlightenment**.

**WH.2** Analyze the causes of the **French Revolution** and its impact on Europe.

**WH.3** Examine the origins, impact, and spread of the **Agricultural and Industrial Revolutions**.
WH.4 Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and Marxism.

WH.5 Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.

WH.6 Investigate the mass movement of rural-to-urban migration as a result of industrialization.
**WH.7** Evaluate *western imperialism* as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands.

**WH.8** Examine the causes, effects, and significant events of *World War I*.

**WH.9** Contrast the challenges of the interwar period, emphasizing the rise of totalitarian states.
**WH.10** Compare and contrast the causes, effects, and significant events of World War II.

**WH.11** Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.

**WH.12** Debate the changing role of globalization in the contemporary world.
WH.10 Compare and contrast the causes, effects, and significant events of World War II.
US.1 Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.

US.2 Industrialization: Analyze industrialization and its impact on the United States in the late 19th and early 20th century.

US.3 Progressive Movement: Evaluate causes, goals and outcomes of the Progressive Movement.
**US.4 Imperialism/WWI:** Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

**US.5 1920s:** Debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s.

**US.6 Great Depression/New Deal:** Analyze the causes and effects of the Great Depression and New Deal.
US.7 WWII at home: Examine the nation’s role in World War II and the impacts on domestic affairs.

US.8 Post WWII to 1960s: Assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture.

US.9 Kennedy, Johnson, Nixon: Demonstrate an understanding of domestic and international issues each administration.
US.10 1920s: Explain the reaction to Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974 to 1992.

US.11 Civil Rights Movement: Evaluate the impact of the Civil Rights Movement on social and political change in the United States.

US.12 1992 to Present: Explain key domestic issues as well as America’s role in the changing world from 1992 to present.
US.1 Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era.
US Government

**USG.1** Compare and contrast knowledge and application of the basic concepts of democracy.

**USG.2** Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States.

**USG.3** Differentiate the basic organization of the US government and explain the function of each branch of the US government.

**USG.4** Analyze of the role of federalism in addressing the distribution of power between the national, state and local governments.
US Government

**USG.5** Compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history.

**USG.6** Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government.

**USG.7** Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy.
USG.6 Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government.
AAS.1 Examine the influence of geography on the economic, political, and social development of slavery in the United States.

AAS.2 Analyze the justifications and ramifications of slavery between 1619 and 1860.

AAS.3 Differentiate between African American life and cultural contributions through 1860.
AAS.4 Evaluate the roles of African Americans during the Civil War and Reconstruction.

AAS.5 Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.

AAS.6 Trace the cultural contributions made by African Americans during the Harlem Renaissance.
African American Studies

**AAS.7** Analyze the conditions and contributions of African Americans during the Great Depression and World War II.

**AAS.8** Analyze the successes and failures of the Civil Rights Movement in the United States.

**AAS.9** Debate the issues confronting contemporary African Americans in the continuing struggle for equality.
AAS.6 Trace the cultural contributions made by African Americans during the Harlem Renaissance.
PSY.1 Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of psychological inquiry.

PSY.2 Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes.

PSY.3 Appraise the biological structures and processes that give rise to and influence human behavior and cognitive experiences.
**PSY.4** Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment.

**PSY.5** Describe the various states of **consciousness** including sleeping and dreaming and the impact on consciousness of both internal and external factors.

**PSY.6** Describe the processes through which humans learn, including **behavioral and cognitive learning processes**.
PSY.7 Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment.

PSY.8 Distinguish the elements that give rise to emotional experience, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness.

PSY.9 Discuss the role of biological drives and motivations on human behavior and cognitive processes.
**PSY.10** Breakdown the various theories of human cognitive and social development.

**PSY.11** Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work.

**PSY.12** Outline the historical progression of intelligence research and explain the major theories of intelligence including the work of Charles Spearman, Robert Sternberg, and Howard Gardner.
PSY.13 Formulate the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships.

PSY.14 Describe major psychological disorders, their symptoms, and classifications.

PSY.15 Explain the methods used by mental health professionals to treat people living with mental illness.
PSY.14 Describe major psychological disorders, their symptoms, and classifications.
SOC.1 Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems.

SOC.2 Evaluate the role of culture throughout the world.

SOC.3 Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes.
**SOC.4** Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness.

**SOC.5** Appraise the role of group dynamics on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of work groups in commercial, governmental, and non-profit organizations.

**SOC.6** Describe theories and processes related to human social networks.
SOC.7 Breakdown the economic and social factors that play a role in socioeconomic stratification.

SOC.8 Describe the methods by which individuals and groups establish and maintain a sense of identity and their impacts.

SOC.9 Describe the roles of various social institutions on maintaining societal norms.

SOC.10 Analyze the impacts of various forms of significant social change on society.
SOC.4 Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness.
**HUM.1** Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China.

**HUM.2** Examine the location of Greece, its political structure, arts and religious traditions that influenced Greek society.

**HUM.3** Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic.
**HUM.4** Students will analyze the social, economic, military conquest and cultural achievements during the **medieval time period**.

**HUM.5** Students will analyze the social, economic, and political changes and cultural achievements during the **Renaissance in Europe**.

**HUM.6** Students will understand the impact of the **Age of Discovery** and exploration into Africa, Asia and the Americas.

**HUM.7** Students will examine the impact of **global trade** on various civilizations of the world.
HUM.3 Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic.
MDE paid $75,000 to ensure that school libraries continue to have access to MAGNOLIA resources.
How the Industrial Revolution AFFECTS YOU.


The article discusses the effects of the Industrial Revolution on modern-day life and economy. Key topics include transportation of raw materials through steamboats and trains, growth in production through factories, and the rise of capitalism. The Industrial Revolution transformed the world with new technologies and innovations that revolutionized the way people lived and worked.

Subjects: INDUSTRIAL revolution; RAW materials; STEAMBOATS; PUBLIC health laws; COTTON dust; COAL dust

2. Getting Started.


The article focuses on the history of bridges and how they were made out of wood and stone. In the United States, bridge building really took off during the Industrial Revolution in the 1800s, leading to the creation of stronger and more durable bridges.

Subjects: BRIDGE design & construction; INDUSTRIAL revolution; STEEL

Citation Format

**NOTE:** Review the instructions at EBSCO Support site and make your library resources for the exact formatting and punctuation.

**MLA**


**Vancouver/ICMJE**

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| 1 | Rural Scenes: Miscellaneous  
University of Mississippi          | Details                                                                 |
| 2 | Photograph. Senator Ellison Smith with African-American sharecroppers  
and cotton.  
Felton M. Johnston Collection  
University of Mississippi | Details                                                                 |
| 3 | Freedom City brochure; [February 1967]  
M328 Goodman (Jill Wakeman) Civil Rights Collection.  
Special Collections, University Libraries, University of Southern Mississippi. | Details                                                                 |
| 4 | Northern Mississippi on $3 a day (sunrise to sunset); 1966  
M328 Goodman (Jill Wakeman) Civil Rights Collection.  
Special Collections, University Libraries, University of Southern Mississippi. | Details                                                                 |
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<th><strong>Sam Cooke</strong></th>
<th><strong>First Monday Trade Day in Ripley</strong></th>
<th><strong>Theora Hamblett</strong></th>
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<tbody>
<tr>
<td>Sam Cooke was a gospel and rhythm and blues musician whose distinctive vocal talents defined soul music. He was born...</td>
<td>Every month since 1893 Ripley has held its First Monday Sale and Trade Day. The town's merchants originally designated the...</td>
<td>A shy, unassuming farm girl from northern Mississippi, Theora Hamblett became one of the South’s most distinguished self-taught artists. Noted...</td>
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<tr>
<th><strong>Lewis Nordan</strong></th>
<th><strong>Oysters</strong></th>
<th><strong>Robin Roberts</strong></th>
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<tr>
<td>Lewis Alonzo “Buddy” Nordan, a novelist and short story writer, was born on 23 August 1939 in Forest, Mississippi. Nordan...</td>
<td>While the Mississippi coastline may be small compared to that of neighboring states, oyster harvesting accounts for a significant portion...</td>
<td>Robin Roberts, a broadcast journalist famous for her work on ABC News and ESPN, was born on 23 November 1960...</td>
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</table>
Academic Search Premier
Indexing for more than 8200 journals, and unmatched full text coverage in biology, chemistry, engineering, physics, psychology, religion & theology, and more, for over 4500 of those titles.

Bibliography of Native North Americans
Covers all aspects of native North American culture, history, and life. Topics include archaeology, multicultural relations, gaming, governance, legend, and literacy.
Book Collection: Non-fiction
Fully searchable full text and abstracts for nearly 4000 popular non-fiction books on topics such as careers, ethnicity, disabilities, adventure, technology, history, and civics.

Funk & Wagnalls New World Encyclopedia
Over 25,000 records, including images, biographies, and information in a variety of subject areas.
MAS Ultra - School Edition
Full text for hundreds of popular high school magazines, biographies, primary source documents, and reference books, along with a large collection of images, maps and flags.

MasterFILE Premier
Full text for thousands of periodicals, reference books, and primary source documents, covering a broad range of disciplines, including general reference and science, business, education, health, multicultural issues and more.
Psychology and Behavioral Sciences Collection

Psychology & Behavioral Sciences Collection is a comprehensive database covering topics in emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.

TOPICSearch

Full text for over 102,000 articles on social, political and economic issues, scientific discoveries, and other popular topics discussed in today's classrooms, including controversial opinions and viewpoints.
iCivics

American Association of School Librarians

BEST APPS FOR TEACHING AND LEARNING

MAGNOLIA New Resources

teach
iCivics exists to engage students in meaningful civics learning. We provide teachers well-written, inventive, and free resources that enhance their practice and inspire their classrooms.

about
"The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens."

Justice Sandra Day O’Connor
The Statue of Liberty
Standing on Liberty Island, this sculpture was a gift from France nearly 130 years ago.

Watch

HISTORY MOVIES
ACTIVITIES

1700s - In a Minute
- Jamestown, VA
- Old Point Comfort
- The Mayflower
- Plymouth Rock
- Old Colonial House
- Town Crier
- Market Fire
- Declaration of Independence
- Minuteman
- Revolutionary War Artillery
- New Providence, RI
- The Cotton Gin

History Topics
- Colonial America
- French & Indian War
- Revolutionary War
- The War of 1812
- Slavery & Abolition
- Civil War
- Pilgrims & the Frontier
- Industrial Revolution
- American West
- Immigration & Citizenship
- World War I
- The Great Depression
- World War II
- The Cold War
- The Space Race
- Parks & Landmarks
**HOW TO SEARCH**

**LIBRARY OF CONGRESS**

1: Visit LOC teacher site
2: Select **STATE CONTENT**
3: Select **STATE, GRADE, and SUBJECT** and click **SEARCH**
4: Select **LOC CLASSROOM MATERIALS**
100 Years Ago Today: 7/29/1919 (98 issues)

- **Tonopah Daily Bonanza.** (60pp.)
  Tonopah, Nev.
- **The Washington Herald.** (10pp.)
  Washington, D.C.
- **The Topeka State Journal.** (10pp.)
  Topeka, Kan.
DOGO News
A source for current events, news and non-fictional content for ELA, Science and Social Studies. With thousands of news articles and new original content added daily, DOGO News is an online source of current events for students, teachers and schools.

NewseumED
An online tools make history, civics and media literacy relevant to students’ lives by leveraging the Newseum’s collection to provide surprising and enlightening approaches to today’s pressing issues.
NYT Learning Network

Teen Tribune by Smithsonian
A new, free K-12 resource from the Smithsonian. Teachers and students have access to Daily AP news articles, Lexile® leveled resources for K-12, Self-scoring quizzes customized by Lexile® level, Weekly lesson plans, and so much more.

Meets periodicals requirements in Section 4.4 Collection Guidelines
RESOURCES

ADDITIONAL NON-PRINT RESOURCES
Resources

- Lesson Plans
- GeoTrunk
- Giant Floor Maps
- Nat Geo Giant Maps
- Professional Development

Website Link [https://mga.olemiss.edu](https://mga.olemiss.edu)
Blues Trail Curriculum
archs.ms.gov/programs/education-initiatives/mississippi-blues-trail-curriculum

Department Of Archives and History
www.mdah.ms.gov/new/learn/teachers/classroom-materials

Wildlife, Fisheries, and Parks Reference Library
www.mdwfp.com/museum/learn-teach/reference-library/books

For more MS resources check out:
Website Components @ www.mdek12.org/Tech
Skype in the Classroom

education.microsoft.com/skype-in-the-classroom/overview

Skype in the Classroom is a free community that offers live transformative educational experiences for students including Virtual Field Trips, talks from Guest Speakers, classroom to classroom connections, and live collaboration projects.

JOIN AS AN EDUCATOR >  BECOME A GUEST SPEAKER >

Five ways to connect your classroom to the world!

- Virtual Field Trips
- Skype Lessons
- Skype Collaborations
- Mystery Skype
- Guest Speakers

Learning Objectives:
- Explore three cultures that are dynamic and change over time
- Learn about the Egyptian Museum and its history
- Learn about the archaeological sites where many of the museum antiquities are housed

Activity Description:
The Egyptian Museum was founded in 1858 at Babil, moved to 40 Bahri (1853), and moved to its present site in 1902. It is a remarkable collection of ancient Egyptian art and artifacts spanning over 5000 years. Your students will have the opportunity to visit and learn about the Egyptian Museum in Cairo as well as explore the archaeological sites where the artifacts are housed.

Your students will have the opportunity to visit and learn about the Egyptian Museum in Cairo as well as explore the archaeological sites where the artifacts are housed.

Student Age: Ages 8-10, Ages 11-13, Ages 14-18
Category: History, Special Education
Languages: Arabic, English

Sometimes, we might run a different archaeological site in Egypt or a virtual part of this exhibition. It depends on where the focus is on the day of the visit.

If you want to view the exhibitions, please add a message when you are requesting a session.

We will share information about Egyptian daily life or get your question ready.

Languages Offered: Arabic, Russian, and English
COMMONLIT

www.commonlit.org/en

THE VIETNAM WAR

One of the most controversial proxy-wars of the Cold War was the Vietnam War. Lasting from 1955 to 1975, the North Vietnamese fought the South Vietnamese with the USSR’s and America’s respective support.

More than 1,500 reading passages for ELA, Social Studies, and Science

Features

- Download PDF of text
- Change font size, read aloud, or translate text
- Student annotation tools
- Assessment questions
- Paired text, related media, and teacher guides
- Create and manage classes
- Search by fiction, nonfiction, grade level, Lexile, theme, genre, or text sets
**Pulitzer Center**  [http://pulitzercenter.org](http://pulitzercenter.org)

**Grades: Upper Elementary & Up**

Stories as well as accompanying lesson plans, are searchable by issue, date, author, region and grade level.

**GeoGuesser**  [https://geoquessr.com](https://geoquessr.com)

**Grades: 9-12**

Play can be set on a world map or instead, a specific region, country, or even city can be selected.
National Geographic Education

https://www.nationalgeographic.org/education

Grades: K-12

This site has resources for grades K-higher education and the breadth of the resources available cover a wide variety of activities, interactive material, mapping (of course), and guides for instructors.

Website Link https://standards.aasl.org/project/bw19
EarthViewer
www.biointeractive.org/classroom-resources/earthviewer
Grades: 6-12
EarthViewer also features in depth articles and videos as well as a detailed list of external references and a teacher quick guide are also included.

Wolfram Alpha https://www.wolframalpha.com
Grades: 5-12
This app is so much more than just having an encyclopedia in the palm of your hand.

Website Link https://standards.aasl.org/project/ba19
What do you **NEED** to create and promote an effective school library program?
Want to download presentation?
Go to mdek12.org/Library and search under SCHOOL LIBRARY PRESENTATIONS
To subscribe, send a message to esimmons@mde.k12.mi.us with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
Contact Information

Elizabeth Simmons, School Library Specialist
esimmons@mdek12.org | 601-359-2586
mdek12.org/Library