K-6 SOCIAL STUDIES

LIBRARY COLLECTION DEVELOPMENT

LAMP 2019 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 Child Has Access to a High-Quality Early Childhood Program
3. Every Student Graduates from High School and is Ready for College and Career
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

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
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.
AASL Standards Overview

The AASL National School Library Standards encourage learners to:

**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
Importance of Reading

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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (PreK-5)</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Middle (6-8)</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>High (9-12)</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
## Collection Guidelines  
*Dewey Recommendations*

<table>
<thead>
<tr>
<th>Dewey Section</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>.5%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>100</td>
<td>.5%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>200</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>300</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>400</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>500</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>600</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>700</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>800</td>
<td>4%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>900</td>
<td>7%</td>
<td>13%</td>
<td>11%</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Non-fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-print</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
- Geography
- Social Studies
- Economics
- History
- Civil Rights
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.
Content Strands *Economics*

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

- **Kindergarten**: Citizenship at Home and School
- **First Grade**: Citizenship at School
- **Second Grade**: School and Community
- **Third Grade**: Local Government
- **Fourth Grade**: Mississippi Studies and Regions
- **Fifth Grade**: Pre-Columbian to American Revolution
- **Sixth Grade**: Civics and the World
STANDARDS

KINDERGARTEN - SECOND
**Cl.K.1** Examine how individuals play different roles and exercise good **citizenship**.

**Cl.K.2** Demonstrate knowledge of how to be a good citizen.

**Cl.K.3** Describe the role and responsibilities of authority figures.
**CR.K.1** Explore the similarities and differences of individuals and families.

**CR.K.2** Describe and explain traditions and contributions of various cultures.

**CR.K.3** Explain the cultural diversity in the classroom.
E.K.1 Identify and explain the function of money.

E.K.2 Distinguish between goods and services.

E.K.3 Differentiate between needs and wants of individuals.
**G.K.1** Identify a sense of place relative to an individual.

**G.K.2** Describe physical features of the environment.

**G.K.3** Recognize maps, graphs, and other representations of the earth.

All elementary (PreK-5) libraries are required to have 1 US Atlas, 1 World Atlas, and 1 Globe.
H.K.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.

H.K.2 Describe the impact of significant historical figures and events.
Kindergarten learning centers are should have both fiction and nonfiction books.
CI.1.1 Examine how individuals play different roles and exercise good citizenship.

CI.1.2 Demonstrate knowledge of how to be a good citizen at home and school.

CI.1.3 Demonstrate a knowledge of authority figures at home and school.
**CR.1.1** Explore the similarities and differences of families and schools.

**CR.1.2** Describe and explain *traditions* and contributions of various cultures.

**CR.1.3** Explain the role of cooperation and compromise within families and school communities.
E.1.1 Differentiate between needs and wants of individuals at home and school.

E.1.2 Evaluate how families use goods and services.

E.1.3 Analyze the role of money within a home.
G.1.1 Identify a sense of place relative to an individual, home and school.

G.1.2 Describe physical features of the environment.

G.1.3 Recognize maps, graphs, and other representations of the earth.
H.1.1 Evaluate how people and events have shaped the local community, state, and nation.

H.1.2 Compare the ways individuals and groups in the local community and state lived in the past to how we live today.
First Grade Print Resources

- **Gregson, Agatha**
  Grades K-3

- **La Bella, Laura**
  Grades K-3

- **O’Connell, Eleanor**
  Grades K-3

- **HarperCollins**
  Grades K-3
**CI.2.1** Examine how individuals play different roles and exercise good *citizenship* in the local community.

**CI.2.2** Demonstrate knowledge of how to be a good citizen in the local community.

**CI.2.3** Demonstrate a knowledge of authority figures in the local community.
CR.2.1 Illustrate the role of unity and diversity within the community.

CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity.

CR.2.3 Explain the role of cooperation and compromise within the community.
E.2.1 Explain how individual wants and needs impact the production of goods and service.

E.2.2 Explain the effects of supply and demand on the price of goods and services.

E.2.3 Differentiate between needs and wants of individuals.

E.2.4 Identify the role of financial institutions within the community.
G.2.1 Differentiate between different types of maps.

G.2.2 Investigate physical features of the local region.

G.2.3 Recognize maps, graphs, and other representations of the earth.
H.2.1 Evaluate how people and events have shaped the local community, state and nation through primary sources.

H.2.2 Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.
Second Grade Print Resources

Veirs, Laura B.
Grades K-4

Wallace, Sandra Neil
Grades 2-6

Becker, Helaine
Grades 1-4

Stone, Tanya Lee
Grades 2-5
**CI.3.1** Explain how an individual exercises rights and responsibilities within community and local government.

**CI.3.2** Demonstrate knowledge of community and local government.

**CI.3.3** Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship.
**CR.3.1** Explain how a democracy relies on people’s responsible participation.

**CR.3.2** Examine how cultural diversity strengthens the community.

**CR.3.3** Examine *Declaration of Independence*, *Constitution*, and *Bill of Rights* in order to recognize basic principles of democracy and civil liberties.
**E.3.1** Analyze the role of *money* within a community and local government.

**E.3.2** Evaluate the role of *trade* within a community and local government.

**E.3.3** Explain how people earn income.
G.3.1 Identify ways humans have altered the physical environment.

G.3.2 Identify ways natural disasters affect the physical environment.

G.3.3 Explain how technological advancements have influenced the environment.

G.3.4 Recognize maps, graphs, and other representations of the earth.

G.3.5 Describe the relationship between locations of resources and patterns of population distribution.
**H.3.1** Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.

**H.3.2** Explain the role of Representative Democracy in framing the American government.

**H.3.3** Trace the history of voting rights in America.
Third Grade  Print Resources

Lusted, Marcia A.
Grades K-3

Hannigan, Kate
Grades 3-6

Machajewski, Sarah
Grades K-3

Diesen, Deborah
Grades K-3
CI.4.1 Describe Mississippi’s entry into statehood.

CI.4.2 Identify people in positions of power and how they can influence people’s rights and freedom.

CI.4.3 Identify rights and responsibilities as a citizen of your community and state.
**CR.4.1** Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.

**CR.4.2** Examine how culture influences the way people modify and adapt to their environment.
E.4.1 Describe Mississippi’s economic and military role during the Civil War. Ex: Economic—production of iron products, textiles, and ships, Military—provision of military supplies through ports.

E.4.2 Evaluate how geographic and economic factors influence life and work in Mississippi.

E.4.3 Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.
G.4.1 Describe the physical geography of Mississippi.

G.4.2 Understand how geographic and environmental factors influence life and work.

G.4.3 Recognize maps, graphs, and other representations of Mississippi.
Fourth Grade History

**H.4.1** Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.

**H.4.2** Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.

**H.4.3** Describe Mississippi Antebellum Society.
**Fourth Grade History**

**H.4.4** Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.

**H.4.5** Describe the impact of significant historical figures and events in Mississippi.

**H.4.6** Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez.
Fourth Grade *Print Resources*

Heinrichs, Ann  
Grades 3-6

Mills, Jordan  
Grades 3-6

Visit www.sos.ms.gov/Education-Publications for Mississippi students resources
Cl.5.1 Explain how weaknesses of the Articles of Confederation led to the Constitution.

Cl.5.2 Demonstrate respect for the rights of others in discussion and classroom debates.
**CR.5.1** Identify ways that people in roles of power can influence people’s rights and freedom.

**CR.5.2** Describe and explain traditions and contributions of various cultures.
E.5.1 Examine the various types of resources required to provide goods and services.

E.5.2 Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.
G.5.1 Locate on a map the physical features of America prior to Exploration.

G.5.2 Describe physical features of the environment.

G.5.3 Recognize maps, graphs, and other representations of the earth.
**H.5.1** Recognize symbols, customs, and celebrations representative of the United States.

**H.5.2** Examine the reasons and impact for exploration of the New World.

**H.5.3** Describe reasons for colonization of North America.
H.5.4 Explain major events of the American Revolution and their outcomes.

H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America.

H.5.6 Differentiate among pre-Columbian civilizations.

H.5.7 Describe the impact of significant historical figures and events.
Fifth Grade Print Resources

Hoena, B.A.
Grades 3-6

Waxman, Laura
Grades 3-6

Yasuda, Anita
Grades 3-6

Britton, Tamara
Grades 3-6
STANDARDS

SIXTH GRADE
**Cl.6.1** 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.

**Cl.6.2** Examine the challenges of civic engagement in the contemporary world.
CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people.

CR.6.2 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.
E.6.1 Explain the concept of natural resources and how people use and value them.

E.6.2 Explain the geographic patterns of economic interactions.
Sixth Grade  Geography

**G.6.1** Describe the world using the tools of geography including maps, globes, and technological representations.

**G.6.2** Explain the concept of place and the factors that give meaning to particular places.

**G.6.3** Identify geographic patterns in the environment that result from the processes of Earth’s physical systems.

**G.6.4** Determine how regions are used to describe the organization of the Earth’s surface.
Sixth Grade  Geography

**G.6.5** Describe the characteristics and causes of human population changes and migration.

**G.6.6** Describe the patterns of human settlements and the factors that contribute to their formation.

**G.6.7** Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources.
H.6.1 Explain the characteristics and development of culture.
Sixth Grade *Print Resources*

- **Kenney, Karen**  
  Grades 3-6
- **Bell, Samantha**  
  Grades 3-6
- **Chambers, Catherine**  
  Grades 3-6
- **Morgan, Sally**  
  Grades 5-8
MDE paid $75,000 to ensure that school libraries continue to have access to MAGNOLIA resources.
**Industrial Revolution**

The word revolution means "a complete change." Starting in the 1760s in England, the Industrial Revolution changed people's lives dramatically. This... more

Salem Press Primary Encyclopedia

1. **How the Industrial Revolution AFFECTS YOU.**
   
   
   The article discusses the effect of the Industrial Revolution on modern-day life and economy. Topics discussed include transportation of raw materials... more

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

   HTML Full Text

2. **Getting Started.**
   
   
   The article focuses on the history of Bridges. In the years of Industrial revolution, bridge building really took off during the Industrial revolution in the 1800... more

   - **Subjects:** BRIDGE design & construction; INDUSTRIAL revolution; STEEL

   HTML Full Text

**Citation Format**

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

- **MLA**
  Works Cited
  Beech, Linda Ward. "Industrial Revolution Assoc."

- **Vancouver/ICMJE**
  References
  Beech LW. Industrial Revolution. Salem direct=rued8d=6b&AIW=8661229
Rural Scenes: Miscellaneous
University of Mississippi

Photograph. Senator Ellison Smith with African-American sharecroppers and cotton.
Felton M. Johnston Collection
University of Mississippi

Freedom City brochure; [February 1967]
M328 Goodman (Jill Wakeman) Civil Rights Collection.
Special Collections, University Libraries, University of Southern Mississippi.

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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Cooke</td>
<td>Sam Cooke was a gospel and rhythm and blues musician whose distinctive vocal talents defined soul music. He was born...</td>
</tr>
<tr>
<td>First Monday Trade Day in Ripley</td>
<td>Every month since 1893 Ripley has held its First Monday Sale and Trade Day. The town's merchants originally designated the...</td>
</tr>
<tr>
<td>Theora Hamblett</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>
</tr>
<tr>
<td>Lewis Nordan</td>
<td>Lewis Alonzo “Buddy” Nordan, a novelist and short story writer, was born on 23 August 1939 in Forest, Mississippi. Nordan...</td>
</tr>
<tr>
<td>Oysters</td>
<td>While the Mississippi coastline may be small compared to that of neighboring states, oyster harvesting accounts for a significant portion...</td>
</tr>
<tr>
<td>Robin Roberts</td>
<td>Robin Roberts, a broadcast journalist famous for her work on ABC News and ESPN, was born on 23 November 1960...</td>
</tr>
</tbody>
</table>
Great Websites for Kids

Cultures of the World

- Bradshaw Foundation
- Destinations
- Girls Incorporated
- Global Trek
- National Geographic Kids
- POPClock Projection
- United Nations Cyberschoolbus
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: Nonfiction
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.
MAGNOLIA New Resources
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
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.

Tween 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.

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.
RESOURCES

ADDITIONAL NON-PRINT RESOURCES
Additional Resources MS Geographic Alliance

Resources

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

Website Link https://mga.olemiss.edu
Additional Resources Mississippi Information

Blues Trail Curriculum
arts.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
Time for Kids www.timeforkids.com/

It was September of 1957 in Little Rock, Arkansas. Carletta Walls was 14 years old. She and eight other black teenagers walked toward Central High School. It was the first day of school. It was the best school in the city.

Other people were angry. They shouted at the teens. They did not want black and white students to go to school together. Guards would not let the teenagers into the building.

The Little Rock Nine were the first black students to attend Central High School.

A Place to Think

The idea for the museum goes back about 100 years. (See “A Museum in the Making.”)

Museum workers spent more than 10 years collecting nearly 40,000 artifacts to show there. Most of the items came from everyday Americans. They wanted the items to tell the story of their history. The items were passed down through the past. They also help to show how to be a historian. It helps to show that there is an object that tells the story of people or places at a certain period of time.

The museum displayed a collection of African American artifacts.

Meets periodicals requirements in Section 4.4 Collection Guidelines
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
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.

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

More than 1,500 reading passages for ELA, Social Studies, and Science
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](http://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.

**Sites in VR** [http://sitesinvr.com](http://sitesinvr.com)

*Grades: K-12*

From tourist attractions to landmarks to cultural and religious centers, there are SO many options that learners can explore.

**Website Link** [https://standards.aasl.org/project/ba19](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@mdek12.org 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