LIBRARY OF CONGRESS TEACHING *with* PRIMARY SOURCES

TPS Level I Online Institute

TPS Level I Goal:
Classroom teachers gain strategies for using primary sources to help students engage in learning, develop critical thinking skills and build content knowledge.

Overall Level I Objectives:
The participant will...
- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
- Describe at least two examples of the benefits of teaching with primary sources.
- Analyze primary sources using Library of Congress tools, noting important details, applying background knowledge, and reflecting on context and meaning.
- Identify at least three key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.).
- Demonstrate the ability to access primary sources and teaching resources from loc.gov for instructional use with assistance.
- Analyze a set of related primary sources and provide evidence of at least two perspectives represented.
- Lead a peer demonstration activity exemplifying how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
- Create a primary source-based learning activity applicable to his/her individual classroom that supports student engagement, develops critical thinking skills, and aids the development of concepts and generalizations.

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Week 1
Introducing the Library of Congress

Participants will:
- Describe examples of the benefits of teaching with primary sources
- Access teaching tools and primary sources from loc.gov/teachers
- Access primary sources and teaching resources from loc.gov for instructional use

These activities address the following Common Core State Standards:
CCSS.ELA-Literacy.6-12.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

To Do Before Class
1. Watch the Introduction to the Library of Congress interactive module
2. Read Rich Cairn article "Primary Sources at the Heart of the Common Core"

Collaborate Session
- Introduction of participants and course expectations
- Discuss: What is a primary source? What is a secondary source?
- Explore assigned section of Library of Congress site (in breakout rooms)
  - Teachers Page
  - Chronicling America
  - World Digital Library
  - Exhibits
  - Congress.gov
  - Ask a Librarian
- Describe your assigned section and how you think it could be used in a K-12 classroom.
- Primary Source Activity
  - Analyze a primary source: What details do you see? What do you know that might help you understand this source? What questions do you have? How can you find out more?
- Discussion of primary sources and the Common Core
  - How can primary sources from the Library of Congress help classroom teachers address CCSS? How can primary sources from the Library of Congress engage students in creative and critical thinking?

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[The looking glass for 1787. A house divided against itself cannot stand](#)
[Amos Doolittle, 1787](#)

Week 2
Finding and Selecting Primary Sources

Participants will:
- Justify conclusions about whether a source is primary or secondary based on the topic of study
- Identify key considerations for selecting primary sources for instructional use
- Access primary sources and teaching resources from loc.gov for instructional use
- Create a primary source-based activity that helps students engage in learning, develop critical thinking skills, and construct knowledge

These activities address the following Common Core State Standards:

CCSS.ELA-Literacy.6.SL.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.7.SL.2: Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.8.SL.2: Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.9-10.SL.2: Integrate and evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.11-12.RH.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.6-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.6-12.WHST.8: Gather relevant information from multiple print and digital

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sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

To Do Before Class

1. Watch [Finding Primary Sources](#) interactive module.
2. Watch [Finding the Persistent URL](#) video.
3. Read [Key Considerations for Selecting Primary Sources](#).
4. **Discussion Board Post**
   NOTE: All original posts are due at noon the day before class meets. All participants are then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.
   - Select a topic or keyword that is related to your final project topic. Try that topic/keyword with all the Search Engines at the Library of Congress listed below.
     - [Global Search](#) (Use the format selection menu to select a primary source format.)
     - [Prints and Photographs Division](#)
     - [Advanced Google Search](#) (Then narrow your results by...site or domain to: loc.gov)
     - [Today in History Archive](#) (Search by date and/or topic)
   - In the discussion forum, describe your search results and what you have learned about searching for primary sources at the Library of Congress.
     - What keywords or phrases yielded the most results?
     - Which keywords or phrases yielded the most usable/relevant results?
5. **Final Project Task**
   Brainstorm 3 possible topics for the primary source set you will create as your final project. Which Library of Congress collections might you use to locate sources for your primary source set?

Collaborate Session

- Discuss and debrief on search strategies and results and how they can be used for student research.
- Additional search strategies
- Selecting Sources Small Group Presentation Activity (in breakout rooms):
  Identify specific classroom applications for each source, as assigned. Be sure to include reasons why—and situations for which—each would *and would not* be appropriate and consider student enthusiasm and engagement in your presentation. (Maps, images, political cartoons, documents & texts.)
- Introduction to Bibliographic Organizer to be used for Final Project
- Discuss other options for organizing and sharing digital primary sources.
- Reflection:
  - Why should I teach with primary sources?
  - How can I use primary sources to develop critical thinking skills in my students?
  - How can students construct knowledge from primary sources?

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Alexander Graham Bell (right) and his assistants observing the progress of one of his tetrahedral kites, 1908

Week 3
Analyzing Primary Sources and Supporting Inquiry with Primary Sources

Participants will:
- Analyze primary sources in different formats
- Analyze primary sources using Library of Congress tools, noting important details, applying background knowledge, and reflecting on context and meaning.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Demonstrate how primary sources can support at least one teaching strategy.

These activities address the following Common Core State Standards:

CCSS.ELA-Literacy.6-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.6-8.RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.6-8.RH.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.6-12.RH.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.K.RI.1: With prompting and support, answer questions about key details in a text.

CCSS.ELA-Literacy.1.RI.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.2.RI.1: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.3.RI.1: Ask and answer questions about the text and make inferences from text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.6-12.RI.1: Cite textual evidence to support analysis of what the text

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says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.4-5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.6-12.RH.7: Interpret and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

To Do Before Class

1. Watch Analyzing Primary Sources: Photographs and Prints interactive module
2. Read "Teaching Inquiry with Primary Sources" by Barbara Stripling
3. **Discussion Board Post**

   NOTE: All original posts are due at noon the day before class meets. All participants are then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.

   a. The Library of Congress has developed a digital primary source analysis tool for student use. Select one of the primary source formats below to analyze using the digital analysis tool. For each format, a set of questions guides you through the analysis (click on the question mark next to Observe, Reflect, and Question). Open the digital analysis tool here: http://www.loc.gov/teachers/primary-source-analysis-tool/ and select your format from the drop-down menu.

   b. Click on a primary source below and analyze it using the digital tool.
      - *Uncle Tom's Cabin for Children*, Harriet Beecher Stowe. Adapted by Helen Ring Robinson; designed by W.M. Rhoads. Philadelphia: The Penn Publishing Co., [c1908].
      - Maps and Views Illustrating Sir Francis Drake's West Indian Voyage, 1585-6. Baptista Boazio, 1589.
      - Postcard from Orville Wright to his Father, 1881 and opposite side of postcard. Wilbur and Orville Wright Papers.
      - "Over There" Sheet Music. American Historic Sheet Music, 1917.
      - Isom Moseley Sound Recording. Voices from the Days of Slavery.

   c. When you are finished, download the form (the link is in the bottom right corner), and upload your analysis to the discussion forum. In the discussion board, respond to the following questions regarding your analysis.
      - Which primary source did you choose?
      - Reflect on your experience analyzing the primary source. What surprised you about the inquiry process and your approach to it? How can students construct knowledge using primary sources?

4. **Final Project Tasks**
   o Select one topic for your primary source set. Add 2-3 primary sources to your Final Project Template found in the "Agenda/Links" section in Blackboard.
   o **Optional:** Watch Supporting Inquiry with Primary Sources interactive module.

Collaborate Session

- Discussion of Stripling's model of inquiry.

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- Participate in [Scott's Great Snake activity](#).
- Demonstrate and discuss [Zoom-In PowerPoint activity](#).
- Reflect:
    - What instructional strategies help students navigate stages of the inquiry process?
    - How can teaching with primary sources enhance and motivate student learning?
    - How can students construct knowledge from primary sources?

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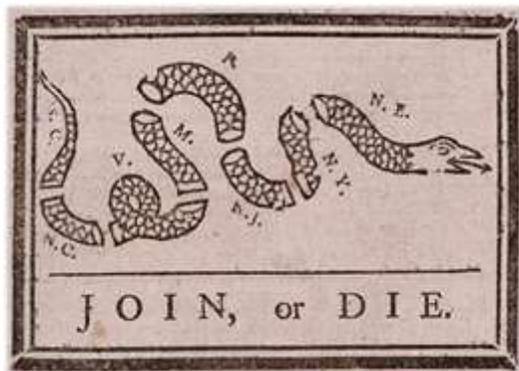
Join or Die, Benjamin Franklin, 1754

**Week 4
Using Primary Sources**

Participants will:
- Analyze a set of related primary sources in order to gain multiple perspectives
- Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

The activities in this session address the following Common Core State Standards:

CCSS.ELA-Literacy.K-12.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.6-12.RH.2: Determine the central ideas or information of a primary or secondary source.

CCSS.ELA-Literacy.6-8.RH.5: Describe how a text presents information (e.g., sequentially, comparatively, and causally).

Prior to Collaborate session
1. Watch Copyright and Primary Sources interactive module developed by the Copyright Division of the Library of Congress.
2. **Discussion Board Post**
   NOTE: All original posts are due at noon the day before class meets. All participants are then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.

   Investigate Fair Use: Print out a copy of the Fair Use Check List used in the online interactive module about Copyright.
   - Open up the Prints and Photographs Online Catalog.
   - Select any collection that interests you.
   - Select one primary source from the collection you chose. Consider how you

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might use that primary source in your classroom and evaluate it using the [Fair Use Check List](#).
- Summarize your findings in this Discussion Board post giving the Title and the Reproduction Number. Is it in the public domain or copyrighted? Based on your assessment of the copyright status, would you make copies of this item? Link to it? Post it on a website? Why?

Final Project Task
- Identify one classroom activity you could do with your primary source set.
- You will share a description of your activity and your primary source set during the Week 4 Collaborate session.

Collaborate Session
- Questions on copyright and fair use / digital citizenship discussion
- How do/will you use primary sources in your classroom? What copyright issues do you need to be aware of? How do you teach digital citizenship to your students?
- Participants will share their final projects with the class.
- Introduction to TPS Teachers Network
- Reflect
  - What is the educational value of teaching copyright and fair use guidelines for primary sources?
  - How can using primary sources teach multiple perspectives of an event or issue?

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Final Project: Thematic Primary Source Set

Prior to the Week 4 Collaborate session, each participant will upload a draft version of your project. Each participant will receive feedback from peers and instructors about the primary source set and classroom activity described, both in the Discussion Board and during the Collaborate session.

If you would like to have your Final Project activity published on the Waynesburg website, you will have two weeks to finalize and submit it to via the Blackboard Discussion Forum: **Final Projects are due two weeks after last class session.**

Your classroom activity should include the following information:
- Audience (grade levels, subject area(s), special student population, etc.)
- Goal/Topic/Big Idea
- List of primary sources with persistent URLs
- Essential/Investigative Question
- Objectives
- Common Core State Standards alignment (and/or other state standards)
- Brief description of procedure

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