



[Declaration of Independence, July 4th, 1776](#) / painted by J. Trumbull

Using Primary Sources to Explore The Founding of Our Nation (1776-1787)

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Goal: Teachers become familiar with the breadth and organization of the Library of Congress' digital primary sources and experience using primary sources in inquiry-based learning activities that develop higher order thinking skills in students.

Objectives:

Participants:

1. Learn what primary sources are and understand their educational value.
2. Navigate the Library of Congress Web site and learn to locate specific primary sources from the Library's collections.
3. Gain a foundational understanding of effective instructional practices for teaching with primary sources.

10:00 - 10:20 Introduction to the Library of Congress

Wonder: How can I integrate primary sources from the Library of Congress into my curriculum?

Investigate: Together we will watch this [Introductory Video](#) from the Library of Congress. As you watch this video, select a primary source that could be used in your classroom.

Reflect: Which primary source mentioned in the video would support a lesson that you already teach?

10:20 - 10:45 Define a Primary Source

Wonder: What is a primary source?

Construct: Develop a working definition of a primary source.

Express: Definition of a primary source is: _____

Reflect: How would you explain what a primary source is to your students?

10:45 - 11:30 Supporting Higher Order Thinking Skills Using Library of Congress Primary Sources

Wonder: How can I access primary sources and how can I use them to promote analytical thinking skills?

Connect: with primary sources

1. [Barbara Stripling's model of inquiry](#)
2. View module segment from Library of Congress' Professional Development Online Modules "[Supporting Inquiry with Primary Sources](#)"

Investigate: a selection of sites within the [Library of Congress website](#) useful for curriculum dealing with the United States between 1776 -1787

1. [Teachers page](#)
 - a. [Lyrical Legacy](#) links to American songs and lyrics listed by time period
2. [Prints and Photographs](#)
 - a. [Portraits and signatures](#) of the framers of Declaration of Independence
3. [American Memory](#)
 - a. [A transcript of the first Constitution](#) along with some secondary sources

4. [World Digital Library](#)
 - a. Drawing of [soldiers](#) from the Revolutionary War
5. [Exhibitions](#)
 - a. [Creating the United States](#) interactive

Construct: an understanding of the bibliographic information page from a variety of resources from the Library of Congress.

Reflect: What questions do I still have about the resources available from the Library of Congress?

11:30- 12:00 Group Activity: Photo Analysis

Wonder: How does the Library of Congress support inquiry learning in the classroom?

Connect: The Library of Congress has developed an all-purpose [Analysis tool](#) for students to use. This analysis tool allows a teacher much flexibility and encourages inquiry learning when properly guided by the teacher. There are [Teacher Guidelines](#) available to assist you to guide students through the analysis process specific to each type of primary source.

Investigate: Together we will view an analysis method developed by one of our partners in Northern Virginia and the Library of Congress analysis tool to investigate an image.

Construct: Open the Library of Congress [Analysis Tool](#) or use the paper copy provided in the folder. Follow the prompts of this [“Image Puzzle”](#) analysis that is projected in front of the class. Add your personal comments on the provided Library of Congress Analysis tool.

Express:

1. What did you observe.....
2. What did you reflect on.....

Reflect: What questions do you still have about the image?

Wonder: How could the Library of Congress Analysis tool be used in your classroom?

12:00 - 12:45 Lunch

12:45 - 2:15 Learning Center Activities: Using Primary Source Documents to Encourage Critical Thinking

Connect: The Learning Center Activities below provide examples of using primary sources to support critical thinking. These lessons focus on how the colonies were handling their new independence from Great Britain.

Wonder: How can I use the many resources from the Library of Congress to provide my students with a window to the past so that they can develop an understanding of this very important time in the history of the United States?

Investigate:

1. Participants will be assigned to one of four groups
 - a. Grade K-3 teachers into two groups
 - b. Grade 4-6 teachers into two groups
2. Each group has two centers to explore (20 minutes each center).
 - K-3 explore Centers #1 and #2
 - 4-6 explore Centers #3 and #4

Construct: As you go through the analysis activities provided in these centers, consider how the resources provided can be adapted to your classroom.

2:15 - 2:30 Reflect:

1. What did you learn about using primary sources?
2. What more do you want to know about using primary sources in your classroom?

2:30 - 3:30 Express: Assessment – Your professional opinion is valuable to us. Please fill out [this survey](#). The responses are anonymous and will be used to improve our future professional development workshops.

Wrap-up / Q & A

Grades K-3 Center #1

Benjamin Franklin: Founding Father

Teacher Note: Go through this activity as if you were preparing to teach it to your class.



Connect: Ask students to list what they already know about Ben Franklin? Record the answers.

Materials: One copy of the image for each group <http://www.loc.gov/pictures/item/2002719535/>

Investigate:

Arrange students in small groups for a Think Pair Share activity. Display or pass out copies of the image [“Writing the Declaration of Independence.”](#) to each of the groups.

Wonder:

Together, as a class, answer these questions. Ask students what evidence is present in the image to support their answers.

1. What kind of image is this?
2. What time period of this image?

Investigate: Ask students to use the **think** time to analyze the image using these guiding questions:

1. Can you name any of the people in this image?
2. What are each of the characters doing?
3. What other details are present?

Express: Pair: Ask students to discuss their findings within their group.

Construct: Have students **share** their findings with the class.

Wonder: What questions are still unanswered?

Investigate:

Have students explore this section of [America’s Library](#) to get more background information about this image and to help answer some of the questions that remain. For early readers, the teacher should display and read from the website.

Express: What more did they find out about this image and the characters in it?

Answer in this format:

“I think _____ because _____.”

Reflect: Have students volunteer to play a character in the image and “act out” the image.

Wonder: What skills did our Founding Fathers need in order to lead our nation? Does Ben Franklin have any interests that are like yours?

Express: Talk with the teachers in your group about how the resources of this activity can be used in your classroom. How can this activity fit in to your curriculum? Does this activity teach to all the learner types in your classroom?

Extension:

1. Model how a report would be done on Ben Franklin and ask students to choose their own “famous American” from this Library of Congress [America’s Library site](#) and write a report.
2. Have students write a script of what happened before during and after the image and then have them design the costumes and set and act it out.
3. Have students pretend that this image was published in the newspaper. Have them write a caption for this image.

Teacher Note for this workshop: If there is extra time browse the [American Memory timeline](#) from the Library of Congress website.

Grades K-3 Center #2

Our Changing Capital

Teacher Note: Go through this activity as if you were the student.

Connect: An important historical standard for early Elementary grades is that communities change over time. In this activity, you will compare and contrast the first Capital building of the United States in Philadelphia with a later Capital building found in Washington city. Analyze the images and then compare and contrast them. The maps have been labeled Map #1 and #2 so that participants are given an opportunity to hone their skills of keen observation.



Background: The first Continental Congress met in Philadelphia to write the documents that formed our nation. But sometimes the delegates would meet in New York City. There was no established Capital of our nation at this time. President Alexander Hamilton later established our nation's Capital along the Potomac (in today's Washington D.C.). The first Capital building was not completed until 1800. This building was destroyed during the War of 1812 and the domed building that we recognize today was completed in 1850.

Wonder: How has our nation's central meeting place changed over time?

Materials:

1. Copies of two images (one set for each group):
 - a. Map #1: [http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field\(NUMBER+@band\(g3824p+ct000294\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3824p+ct000294)))
 - b. Map #2: [http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3851a+pm001066\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3851a+pm001066)))
2. Copies of the Library of Congress [Analysis tools](#) (one for each participant)
3. [Venn diagram](#) graphic organizer (1 for each group)

Investigate:

1. Provide each group with a copy or the link to [Map #1](#) and an [Analysis tool](#) for each student. Use the [Teacher's Guide](#) for Analyzing Maps for question prompts. Look at the pertinent Bibliographic information about the map to help answer some questions.
2. Make observations about the map and to speculate about their reflections. Provide prompts to engage reluctant participants. Elect a recorder or individually record their personal findings.

Construct: Compare your notes with the others in your group. Discuss your findings. Collate your findings on a common Analysis tool.

Reflect: Move to the Questions column record remaining questions about the image.

Repeat with [Map #2](#)

Wonder: How has our Capital buildings changed over time? How are they the same?

Express: Use the Venn diagram or other graphic organizer of your choice and fill in the differences and the similarities of these images of two important buildings in our history. Refer back to the Analysis sheets for the two maps to assist in this final analysis.

Teacher Note for this workshop: If there is extra time browse the [American Memory timeline](#) from the Library of Congress website.

Grades 4-6 Center #3

Who Were the Founding Fathers?

Teacher note: Go through this activity as if you were preparing to teach it to your class.



Connect: Some of the Founding Fathers of our nation are well-known, even today. However these popular people were not the only ones working on organizing the new nation called the United States. [Background information](#)

Wonder: Did George, Tom, Frank and Ben do all the work to establish our nation? Who Were the other Founding Fathers?

Materials: Computers with online access.

Investigate: Choose a name from the list of selected delegates from the Congress of 1774-1789 listed below. (Note: This is not a complete list of Delegates.) Collect primary sources that will help you understand who these delegates were, what role they played in founding our nation, their causes, opinions, etc....

Selected Delegates of Congress 1774-1789:

George Washington
Thomas Jefferson
John Adams
James Madison
John Hancock
Benjamin Franklin
John Dickinson of Pennsylvania
Samuel Chase of Maryland
John Witherspoon of New Jersey
Lewis Morris of New York
Oliver Wolcott of Connecticut
John Langdon of New Hampshire
Nicholas Van Dyke of Delaware
William Few of Georgia
Thomas Bee of South Carolina

1. Link to the [Library of Congress homepage](#).
2. Type your Delegate's name in the Search box. Research and select 3-4 primary sources that relate to the Delegate. The teacher can indicate to the students the type of primary sources required for this assignment. For example: 2 images and one manuscript (written).

Construct:

1. Have your students collect information for a biography about their assigned Delegate.
2. Have them create a document that expresses what they learned.
 - a. In a broadside format. [Example of a broadside](#) OR
 - b. Make a Glogster: <http://www.glogster.com/> OR
 - c. Develop a document walk about your Delegate in [Virtual Museum](#)
3. Make sure students use [proper citation](#) for their resources.

Express: Have students present their projects in front of the class while the class takes notes and asks questions about each Delegate.

Extension: Historical Scene Investigation, the U.S. Constitution "[I Smell a Rat](#)".

Teacher Note for this workshop: If there is extra time browse the [American Memory timeline](#) from the Library of Congress website.

Grades 4-6 Center #4

Cartooning for Independence



Teacher Note: Go through this activity as if you were the student.

Connect: [This cartoon](#) was published in the “Pennsylvania Gazette” in 1754, long before we fought for our independence from Britain and long before the First Continental Congress. Ben Franklin meant this as a warning to the British Colonies to unite against the French and the Natives.

Wonder: Based on the evidence of this cartoon, what opinions did the artist, Ben Franklin have about how the British Colonies should act? Did his opinion of how we should act as a new nation change during the First Continental Congress sessions?

Materials:

1. Copies of [the image](#) (1 for each group).
2. Copies of the Library of Congress [Analysis tools](#) (one for each participant).
3. Copies of the Library of Congress [Teachers Guide to Analyzing Political Cartoons](#)
4. Copies of this [Final Analysis Worksheet](#)
5. Drawing paper and pencils.

Investigate:

1. Use the [Analysis Tool](#) to record observations of the image. Refer to the the [Teachers Guide to analyzing Political Cartoons](#) for question prompts.
2. Write down observations and speculate on reflections. Share what you found. Continue to fill in the Analysis tool during the discussion because this information may help later in the process.
3. Any unanswered questions? Record them. Perform a quick research on the remaining questions. Discuss and record this new information.

Construct: Connect to [this link](#) to finalize the analysis on this political cartoon. Use the information from this Analysis tool to assist. Refer back to the image as needed.

Wonder: How would Ben Franklin fit in to today’s politics?

Express: Use the material gathered from the Analysis tool and worksheet to write a persuasive essay prompt about the topic of this political cartoon.

Extension:

1. Exchange prompts with another student and write a persuasive essay.
2. Pretend you are Ben Franklin and you are still involved in government of the United States and do not like the idea that Super PACs have no funding limits on political campaign contributions. Draw a cartoon that portrays your opinion on this issue.