



LIBRARY OF  
CONGRESS

**TPS***Direct*

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# TEACHING WITH PRIMARY SOURCES

PROFESSIONAL DEVELOPMENT

This professional development plan was created on December 9th, 2010

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## WELCOME TO TPS PROFESSIONAL DEVELOPMENT

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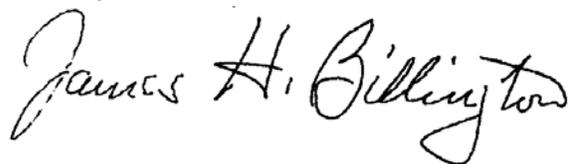
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library has long been committed to facilitating the professional growth of educators nationwide through programs at the Library and in the field, and now we are proud to deliver our proven program directly to you.

You are joining thousands of educators from around the world who have discovered the power of primary sources in the classroom. Through primary source analysis, teachers can help students construct knowledge, think creatively, and develop the information fluency necessary for success in the 21st century.

With its rich core of over 15.3 million digitized items, including manuscripts, maps, photographs, and sound and video recordings from throughout the U.S. and the world, and its extensive teaching materials, the Library of Congress is uniquely positioned to help you and your colleagues discover new strategies for building your students' capacity to think critically about the world around them.

I hope you'll take this opportunity to use TPS Direct to customize the Library's educational resources for use in your school.

Sincerely,



James H. Billington  
The Librarian of Congress

## CURRICULUM OVERVIEW

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Whether you are a classroom teacher or a professional development facilitator, you can build your own professional development from Teaching with Primary Sources (TPS) Direct. The resulting ready-to-use, downloadable activities can be used as is or incorporated into an already existing professional development program. Available at no cost and without subscription, TPS Direct offerings range from self-paced online interactives for individual teachers to professional development activities for use by facilitators in a workshop setting.

The TPS Direct curriculum is focused around the Library's rich collections of online primary sources, and is structured into three main topics, each offering a variety of activities and lessons addressing distinct goals.

- Primary Sources Overview
  - Understanding Primary Sources
  - Analyzing Primary Sources
  - Teaching with Primary Sources
- Primary Sources from the Library of Congress
  - Exploring [www.loc.gov](http://www.loc.gov)
  - Understanding Legal and Ethical Use of Primary Sources
- Inquiry Learning and Primary Sources
  - Understanding the Inquiry Process
  - Creating Inquiry Activities with Primary Sources

Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.

Teaching with primary sources can facilitate:

1. Student engagement
  - Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of cultural history as a series of human events.
  - Because primary sources are snippets of the past, they encourage students to seek additional evidence through research.
  - First-person accounts of events helps make them more real, fostering active reading and response.
2. Development of critical thinking skills
  - Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
  - Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
  - In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
  - Questions of creator bias, purpose, and point of view may challenge students' assumptions.
3. Construction of knowledge
  - Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
  - Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

## STANDARDS

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The Library of Congress is committed to delivering high quality professional development materials for use in schools throughout the country. The Library built its professional development curriculum meeting the staff development standards of the National Society of Staff Development (NSDC). Additionally, each professional development activity has been aligned with standards from the American Association of School Librarians (AASL) Standards for the 21st Century Learner and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Teachers.

NSDC's Standards of Staff Development require professional development to improve the learning of all students. The Library aligned its staff development activities to provide context, evaluate instructional process and deepen content knowledge. To learn more about the staff development standards of NSDC, visit [www.nsd.org](http://www.nsd.org).

The lessons and activities in these modules are based upon the American Association of School Librarians (AASL) Standards for the 21st Century Learner. AASL asks four essential questions to guide instruction:

- Does the student have the right proficiencies to explore a topic or subject further?
- Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- Is the student aware that the foundational traits for 21st Century learning require self-accountability that extends beyond skills and dispositions?
- Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Find a complete list of the 21st Century Learner Standards at [www.aasl.org](http://www.aasl.org).

The International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) serve as a roadmap to improve teaching and learning by educators. The Library of Congress supports standards that align the use of technology for delivery of content NETS-T focuses on "using technology to learn and teach" and cover these key components for teachers:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

For more information on ISTE's NETS-T, go to [www.iste.org](http://www.iste.org).

## MODULE

PRIMARY SOURCES FROM THE LIBRARY OF  
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Using primary sources in a historic context to prompt student inquiry builds critical thinking, analysis skills and content knowledge in students of all grades. Forty-nine states and the District of Columbia recognize the unique value of primary sources in education and have mandated their use in their educational standards.

The Library of Congress has more than 15 million digitized primary source items available for free at [www.loc.gov](http://www.loc.gov). This module provides information on how to guide participants in locating maps, photos, films, sound recordings, manuscripts and more. Additionally it discusses the ethical use of primary sources. The goals with supporting activities are:

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**GOALS**

- Exploring [www.loc.gov](http://www.loc.gov)  
*Activity: Overview of [www.loc.gov](http://www.loc.gov)*  
*Activity: Exploring American Treasures*
- Understanding legal and ethical use of digital resources  
*Activity: Understanding Copyright*

## OVERVIEW OF WWW.LOC.GOV

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GOAL	Exploring primary sources and teaching materials from <a href="http://www.loc.gov">www.loc.gov</a> .	<b>Time Required</b> .....
		1 hour 30 minutes
OBJECTIVES	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Become familiar with major components of <a href="http://www.loc.gov">www.loc.gov</a></li> <li>• Initiate a search in American Memory</li> <li>• Locate resources for Kids and Families</li> <li>• Locate resources for Teachers</li> </ul>	<b>Standards</b> .....
		AASL 1.1.5 NETS-T 3d NETS-T 4a
MATERIALS	<p><b>Materials/Resources Using Primary Sources in the Classroom</b></p> <p><input type="checkbox"/> Facilitator's Guide to Overview of <a href="http://www.loc.gov">www.loc.gov</a></p>	
PREPARATION	<p>Complete Chapters 3, 4, 5 and 6 of the "Introduction to the Library of Congress" Interactive at <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/selfdirected/">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/selfdirected/</a> Review the Facilitator's Guide and consult it as needed to guide the overview.</p>	
PROCEDURE	<ol style="list-style-type: none"> <li>1. Provide an overview of the Library's home page by briefly pointing out its major features.</li> <li>2. Introduce participants to the six featured components of the Web site. Demonstrate how to access these components via the "slide show" menu bar and GO button. As you navigate to each of the components, describe each one.</li> <li>3. Return to <a href="http://www.loc.gov">www.loc.gov</a> and introduce participants to the options across the top of the page.</li> <li>4. Navigate to the American Memory to give participants a closer look.</li> <li>5. Return to <a href="http://www.loc.gov">www.loc.gov</a> and point out the audiences listed in the left column. Introduce participants to the Kids and Families page and America's Library. Share ideas for how participants might use these resources in their classrooms.</li> <li>6. Introduce participants to the Teachers page and introduce the types of teaching materials available in each section.</li> <li>7. Wrap up by asking participants to name one resource on the</li> </ol>	

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Teaching with Primary Sources • Professional Development

## OVERVIEW OF WWW.LOC.GOV

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Library's Web site that they will explore further in preparation for instructional practice.

ASSESSMENT    Where would you go to begin searching for primary sources in American Memory?  
What Library of Congress resources are available specifically for children?  
What are several types of resources available for teachers on the Teachers page?

Teaching with Primary Sources • Professional Development

# OVERVIEW OF WWW.LOC.GOV

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*There is 1 resource for this activity...*



**Facilitator's Guide to Overview of [www.loc.gov](http://www.loc.gov)**  
Guide to the Library of Congress Web site  
(6 pages)

Introduce participants to the six major components of the Web site. Demonstrate how to access these components via the “slide show” menu bar and GO button. As you navigate to each component, describe it briefly.

<p>American Memory</p> <p><a href="http://memory.loc.gov/ammem/index.html">http://memory.loc.gov/ammem/index.html</a></p>		<p>The primary source information and materials in the American Memory site document United States history and culture.</p> <p>The American Memory collections will be explored in much more detail later.</p>
<p>Exhibitions</p> <p><a href="http://www.loc.gov/exhibits/">http://www.loc.gov/exhibits/</a></p>		<p>Exhibitions present treasures from the Library's collections. View the current exhibitions, as well as past ones, all online.</p>
<p>THOMAS</p> <p><a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a></p>		<p>Named after Thomas Jefferson, “THOMAS” is the legislative information section of the Library of Congress Web site.</p> <p>Use this page to track current legislation, locate the contact information for your state representative or senator, and follow the current activities of the House and Senate when they are in session.</p>
<p>World Digital Library [and other international resources]</p> <p><a href="http://www.loc.gov/wdl">http://www.loc.gov/wdl</a></p>		<p>The Library has partnerships with UNESCO and with countries from around the world, and provides online access to a wide variety of international resources.</p>
<p>World Digital Library</p> <p><a href="http://www.wdl.org">http://www.wdl.org</a></p>		<p>The World Digital Library makes available, free of charge, rare and important primary materials from countries and cultures around the world. The documents themselves are presented in their original languages, but the WDL interface operates in seven languages.</p>

<p>Global Gateway</p> <p><a href="http://international.loc.gov/intldl/intldhome.html">http://international.loc.gov/intldl/intldhome.html</a></p>		<p>The Library has partnerships with the national libraries of France, Russia, Spain, the Netherlands, and Brazil. The documents themselves are presented in their original languages, but the Global Gateway interface is bilingual, in English and the language of each partner.</p> <p>“Global Gateway” also includes the “Portals to the World” section and other international collections.</p>
<p>Portals to the World</p> <p><a href="http://www.loc.gov/rr/international/portals.html">http://www.loc.gov/rr/international/portals.html</a></p>		<p>“Portals to the World” directs to resources on the nations of the world, selected by Library of Congress subject experts.</p>
<p>Veterans History</p> <p><a href="http://www.loc.gov/vets/">http://www.loc.gov/vets/</a></p>		<p>The Veterans History Project contains accounts by people describing their own wartime experiences.</p> <p>While not all stories are digitized at this time, contributors have granted permission so that their stories may be used by the public for research.</p>
<p>myLOC.gov</p> <p><a href="http://myloc.gov/pages/default.aspx">http://myloc.gov/pages/default.aspx</a></p>		<p>myLOC.gov showcases objects from selected exhibitions and the Thomas Jefferson building. Tools at myLOC.gov help users personalize their experience of the library by building their own collections.</p> <p>Click on the “Teachers and Students” tab to explore educational resources.</p>
<p>Teachers and Students</p> <p><a href="http://myloc.gov/Education/Pages/default.aspx">http://myloc.gov/Education/Pages/default.aspx</a></p>		<p>Under <i>More myLOC Lesson Plans</i>, browse through these lesson plans for ideas you can use in your classroom.</p> <p>Under <i>More myLOC Activities</i>, explore activities that guide students to interact with primary sources from the Library of Congress.</p>

Return to [www.loc.gov](http://www.loc.gov) and introduce participants to the options across the top of the page.

<p>Ask-a-Librarian</p> <p><a href="http://www.loc.gov/rr/askalib/">http://www.loc.gov/rr/askalib/</a></p>		<p>Ask a librarian provides a form to use to submit a question to the Library's experts and reference staff. Questions submitted will usually be answered within five business days.</p> <p>Selecting the Library of Congress link at the top left of the screen will always return you to <a href="http://www.loc.gov">www.loc.gov</a>.</p>
<p>Digital Collections</p> <p><a href="http://www.loc.gov/library/libarch-digital.html">http://www.loc.gov/library/libarch-digital.html</a></p>		<p>Another important button displays a list of Digital Collections – access to print, pictorial and audio-visual collections and other digital services</p>
<p>Global Search Box</p> <p><a href="http://www.loc.gov/">http://www.loc.gov/</a></p>		<p>Searching the Library of Congress is different from searching using common Internet search engines.</p> <p>There are many ways to search the Library's materials. The search box at the top right of the home page is referred to as the "Global Search" because, when used, it searches all of the Web pages from the Library of Congress' sites.</p> <p>These searches do not find specific items from the American Memory or other collections. Use the check boxes to add other sections of the Library's Web site to the search.</p>

Navigate to American Memory to give participants a closer look.

<p>American Memory</p> <p><a href="http://memory.loc.gov/ammem/index.html">http://memory.loc.gov/ammem/index.html</a></p>		<p>American Memory is a collection of more than 130 collections with more than 15 million digital primary sources.</p> <p>Select the <i>BROWSE</i> button at the top of the screen OR the <i>More browse options</i> link at the bottom left to see different ways to browse American Memory collections.</p>
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<p>American Memory Browse Page</p> <p><a href="http://memory.loc.gov/ammem/browse/index.html">http://memory.loc.gov/ammem/browse/index.html</a></p>		<p>Select collections based on topic, time period, contents of collection, or place.</p> <p>[Explore options as time allows.]</p> <p>[Enter one of the collections and demonstrate “About This Collection”]</p> <p>[Return to the Browse page and demonstrate the “Search All Collections” box. Type in your state’s name. Demonstrate Gallery View.]</p> <p>[If appropriate, have participants practice searching.]</p>
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Return to [www.loc.gov](http://www.loc.gov) and point out the audiences listed in the left column. Introduce participants to the Kids and Families page and America’s Library.

<p>Kids and Families</p> <p><a href="http://www.loc.gov/families">http://www.loc.gov/families</a></p>		<p>Teachers may find many items of interest to students and their families in the Kids and Families section, especially in the history for kids section titled, America’s Library.</p>
<p>America’s Library</p> <p><a href="http://www.americaslibrary.gov">http://www.americaslibrary.gov</a></p>		<p>America’s Library presents United States history for elementary and middle school students. This kid-friendly section was created to make learning fun.</p>
<p>Jump Back in Time</p> <p><a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb">http://www.americaslibrary.gov/cgi-bin/page.cgi/jb</a></p>		<p>Select Jump Back in Time to take a trip to an era in United States history.</p> <p>Pick a date to visit, perhaps today’s date or a birthday, to see events that happened in history on that date.</p>

Introduce participants to the Teachers page and explore the offerings on the page.

<p>The Teachers page</p> <p><a href="http://www.loc.gov/teachers">http://www.loc.gov/teachers</a></p>		<p>Point out the wide variety of links for teachers in the “Spotlight on Teachers” and “Resources” sections.</p>
<p>Email Updates</p>		<p>At the bottom left of the Teachers page use the “Email updates” link to sign up for information about the Library of Congress.</p>

Select The Learning Page and introduce the types of teaching materials available in each of the following sections:

<p>The Learning Page</p> <p><a href="http://memory.loc.gov/learn/">http://memory.loc.gov/learn/</a></p>		<p>Whether you’re just getting started, looking for lesson plans, features and activities, or great ideas for using the Library’s collections in your classroom, the Learning Page has resources you can use.</p>
<p>Getting Started</p> <p><a href="http://memory.loc.gov/learn/start/">http://memory.loc.gov/learn/start/</a></p>		<p>“Getting Started” offers directions on how to search, link &amp; bookmark, view &amp; listen, print &amp; save, cite sources, and see copyright information.</p>
<p>Lesson Plans</p> <p><a href="http://memory.loc.gov/learn/lessons/">http://memory.loc.gov/learn/lessons/</a></p>		<p>These lesson plans were created by classroom teachers and school librarians and have been tested in the classroom.</p> <p>You can use them just as they are or use portions. Adjust the material to your grade level as needed.</p>
<p>Features and Activities</p> <p><a href="http://memory.loc.gov/learn/features/">http://memory.loc.gov/learn/features/</a></p>		<p>“Activities” offer an interactive, hands-on experience and focus on a specific topic, rather than broad themes. They require teacher direction, but invite students to participate. “Feature Presentations” look across the Library’s collections to investigate curricular themes. They include historical background, helping to tell the stories behind the theme.</p>

<p>Collection Connections</p> <p><a href="http://memory.loc.gov/learn/collections/">http://memory.loc.gov/learn/collections/</a></p>		<p>Collection Connections provide links to resources related to individual collections. Many also provide ideas for creating your own lesson plans and activities.</p>
<p>Community Center</p> <p><a href="http://memory.loc.gov/learn/community/">http://memory.loc.gov/learn/community/</a></p>		<p>The Community Center is an area of themed resources from across the Library's Web site. If you only have a few moments to browse for resources, this is a great place to start.</p> <p>[Demonstrate any theme that lists a primary source set in the featured content column. Point out the components below and others as time permits.]</p> <ul style="list-style-type: none"> <li>• Primary source set -- a selection of primary sources around a specific theme. Includes a Teacher Guide providing historical context and teaching ideas.</li> <li>• Online resources – divided for ease in finding materials for teachers and for students</li> <li>• Search terms -- For success in searching historical collections, it helps to think of terms used at the time of the event.</li> </ul>