Welcome to Online Office Hours!

We’ll get started at 2PM ET
Welcome! We’re glad you’re here! Use the chat box to introduce yourselves. Let us know:

- Your first name
- Where you’re joining us from
- Grade level(s) and subject(s) you teach
Getting to Know the TPS Consortium

Vivian Awumey,
TPS Program Manager
vawu@loc.gov
Thank you for joining us!

We hope you’ll leave this session with…

• a better understanding of the Teaching with Primary Sources (TPS) Consortium

• a few examples of how TPS partners increase the Library’s outreach to teachers

• information about getting involved with the TPS Consortium
Vision for the Consortium

The Teaching with Primary Sources (TPS) Consortium supports the Library of Congress’s mission to engage, inspire, and inform by fostering relationships within the educational community that promote effective teaching and learning with the Library’s digitized primary sources in K-12 classrooms.
Teaching with Primary Sources Partner Program

About the Program

The Library of Congress awards grants to a diverse array of educational organizations, including universities, historical societies, foundations, for-profits companies, and school districts that assist in the design and delivery of the TPS program. These grantees, who comprise the TPS Consortium, deliver TPS professional development and academic courses, design curriculum and apps/online interactives using primary sources from the Library's collections, and conduct research on the classroom use of primary sources.

Read more about the TPS Program »

The TPS Journal

Between 2008 and 2016, TPS Consortium members contributed their knowledge to 15 issues of the TPS Journal—a publication dedicated to supporting the use of Library of Congress digitized primary sources to teach a number of topics in the K-12 curriculum.

Read more about the TPS Journal »

Regional Grant Program

The Library of Congress awards grants of up to $20,000, under the Teaching with Primary Sources (TPS) Regional program to school districts, universities, cultural institutions, library systems and other educational organizations that wish to incorporate TPS materials and methods into their existing education and professional development programs for pre and in-service teachers, librarians, media specialists and other K-12 educators.

Read more about the TPS Regional Program »

TPS Consortium Members

The TPS Consortium extends the reach and use of the TPS program by creating curriculum, delivering professional development to pre- and in-service teachers, and contributing to researching effective strategies for incorporations primary sources in K-12 Instruction. Their projects reflect focus on various teacher and student populations.
The Teaching with Primary Sources (TPS) Consortium supports the Library of Congress's mission to engage, inspire, and inform by fostering relationships within the educational community that promote effective teaching and learning with the Library's digitized primary sources in K-12 classrooms.
Inquiry in the Upper Midwest

Teaching with primary sources in Minnesota and Wisconsin. Made possible by a Library of Congress grant.
Tenet 1: Motivate Students to Choose Academic Success

Culturally Relevant Pedagogy Using Primary Sources: Tenet 1 in an Elementary Classroom
History Assessments

Beyond the Bubble

Beyond the Bubble unlocks the vast digital archive of the Library of Congress to create History Assessments of Thinking (HATs). Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts. There are 10 “flagship” assessments, each marked with a ribbon. Flagship assessments (e.g., The First Thanksgiving) have extended features, including annotated sample student responses and “Going Deeper” videos that provide insights into the assessments and ideas for how to use them. The rest of the assessments are...
Standard Oil Company

Like the John Brown's Legacy assessment, this question gauges students' ability to evaluate the relevance of contextual information for determining the motivations of an author. Students must select 2 facts and explain how they shed light on Keppler's depiction of Standard Oil in his 1904 cartoon. Students with a strong understanding of contextualization will be able to explain how the company's growing control over the oil industry, and Tarbell's muckraking reports on Standard Oil, may have influenced Keppler's depiction.
Social studies and the humanities present unique challenges to struggling learners: complex stories, abstract concepts such as “citizenship,” a huge disciplinary vocabulary and need for background knowledge.

What is Accessing Inquiry? What does it offer?

Accessing Inquiry offers strategies to teach History, Social Science, and the Humanities to ALL learners. Examine the framework, Universal Design for Learning—supporting excellence for all by offering multiple paths to understanding. Integrate the histories of people with disabilities and of immigrant and foreign born communities into your curriculum.

How can we help you?

Emerging America is here to support you with professional development and resources. Contact us with your questions or to discuss your Accessing Inquiry resources.

A Pennsylvania teacher analyzes immigration data and primary sources in Emerging America graduate course, Accessing Inquiry for English Learners through Primary Sources.
Online: Accessing Inquiry for English Learners through Primary Sources

Mon, 10/19/2020

The Library of Congress Teaching with Primary Sources (TPS) Program at the Collaborative for Educational Services (CES) is making accessible to all learners - including English Learners - the best of inquiry-based instruction in social studies and humanities, using primary sources. Rich Cash and Alison Noyes will guide teachers through effective strategies to support all learners. The course arose from a decade of work by history and humanities educators, historians, experts in teaching English Learners, and on research and classroom practices that support ALL learners.

This course will feature exemplars of best practice based on the history of immigration and of foreign language communities in the U.S., using primary sources and analysis tools.

Audience and Grade Level

Teachers in History, Social Studies, English Language Arts and the Humanities as well as Teachers of English as a Second Language, Also Librarians, Special Education Teachers, and other Specialists, Grades 4-12.

Credits

22.5 PDUs will be awarded to participants upon completion of these two days of training, in addition to outside reading and assignments (as per DESE regulations).
In KidCitizen episodes, children interactively explore Congress and civic engagement through historical primary sources, and connect what they find with their daily lives.

Learn More

KidCitizen is part of the Congress, Civic Participation, and Primary Sources Project, supported by a grant from the Library of Congress.
Rosa Parks: A Proud Daughter

Analyze a greeting card to learn about a family, who they are, and what feelings they were expressing.
TPS Regional Websites

About the Program | Regional Grants

Granting Guidelines | TPS Regional Websites | Participating Organizations | FAQ

Western Regions
Director: Peggy O'Neill-Jones, Metropolitan State University of Denver.

Midwest Regions
Director: Richard Satchwell, Illinois State University.

Eastern Regions
Director: Barbara Kirby, Waynesburg University.
Connecticut

- Akoawt Educational Initiative Regional Grant
- Area Cooperative Education Services
- Connecticut Humanities
- Fairfield Museum and History Center
- Fairfield University

Delaware

- The Democracy Project at the University of Delaware
- University of Delaware Professional Development Center for Educators

District of Columbia

- African American Civil War Museum
- Catholic University of America
- Ford’s Theatre Society
- Reading Is Fundamental
- Social Studies Assessment, Curriculum & Instruction (SSACI) Collaborative

Florida

- Florida Council for History Education
- Manatee County Public Schools (self-funded)
- Seminole High School, Pinellas County School Board
- University of South Florida
- Warner University
The TPS Consortium is a professional network of universities, cultural institutions, library systems, school districts, and other educational organizations. Member work together to share information, devise new approaches, and offer collaborative programming focused on Library of Congress primary sources.

TPS Consortium member organizations extend access to the Library of Congress Teaching with Primary Sources program to teachers across the country. By offering professional development, curriculum, teaching materials, and online interactives based on the Library’s vast collections of
An Introduction to the
TPS Teachers Network

ONLINE OFFICE HOURS
AUGUST 4, 2020
2:00-3:00 p.m. ET

Mary Johnson, Coordinator
TPS Teachers Network
johnsonmaryj@mac.com
What Happens in the TPS Teachers Network?

Aditi Bashi replied to a comment on discussion Welcome! A bit about you, please? In group Supporting Student Research - A Library of Congress Seminar

Hi Andrew,

I started last summer, and will be halfway done after this summer. I am so grateful for the opportunity to work with the lead scholars! I am taking Black


In order to understand civic action and how the United States government can respond, students must have historical context as well as modern examples. This requires an analysis of what has happened during periods of social and political unrest in American history, and what led to that unrest, and what is happening in the United States today. This album is designed to compare the labor unrest in America in the late 1800s and early 1900s to the issues facing the United States leading up

Patrick Engleman created a new image, Dark laughter. Now I aint so sure I wanna get educated, in album Segregation Cartoons - The Arts and Primary Sources.

These are some cartoons I found on the LOC website that I plan to use when my literature/social studies students visit the library when they are studying To Kill a Mockingbird.
A Network of Groups

- TPS Commons - a group for everyone!
- Groups correspond to almost every grade level and content area
- Join public groups by clicking on

- Teaching English Language Learners
- Pre-service and First Year Teachers
- STEM
- Disability History
- Civil Rights
- Election Central
- Maps & Geography
- The Arts and Primary Sources
- Plus dozens more public groups!
Teaching Online with Primary Sources
Adding Content

Title: Introduction to the TPS Teachers Network

Content:
This is demonstration post. You can use the editing tools above the text box, copy and paste images into the post (or use the image icon in the tools), add tags, refer to another user, paste in a link (add a space after it), etc.

Tags: # Pre K - 2 # 3 - 5 # Art/Music # Physical Education

Pick predefined tags or add your own:
- GRADE LEVEL
  - Pre K - 2
  - 3 - 5
  - 6 - 8
  - 9 - 12
  - 13+
- SUBJECT
  - Science
  - Social Studies/History
  - Special Education
  - Technology
  - Vocational/Technical Training
- ADD YOUR OWN TAG
  - murals
  - ADD TAG
The Album Tool

- Create - Add title, description, and tags
- Make albums collaborative
- Add images, videos, sound, outside URLs, files
- Add teaching notes and tags to individual items
Exporting an Album

This album was created by a member of the TPS Teachers Network, a professional social media network for educators, funded by a grant from the Library of Congress. For more information, visit tpsteachersnetwork.org.

THE GREENSBORO SIT-IN

Album Description

This album started with Margaret Lincoln's post in the TPS Commons about the Google Doodle for February 1, 2020, celebrating the 60th anniversary of the Greensboro sit-in. TPS Teachers Network members have contributed a number of primary sources related to this pivotal moment in civil rights history, and this is my attempt to compile many of them into a useful album for teachers.
Getting Started

1. Upload Avatar
2. Browse Posts and Albums
3. Try SEARCH
4. Join GROUPS
5. Ask for HELP!
Thank you!

Questions? Post them in the chat box!