



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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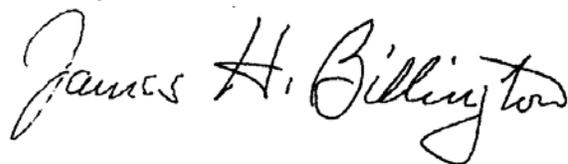
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library 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 OVERVIEW

Primary sources are the raw materials of history - original documents and objects which were created at the time under study. They 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.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

The professional development activities in this module will encourage participants to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into instructional practice. The goals with supporting activities are:

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**GOALS**

- Understanding Primary Sources
  - Activity: Leaving Evidence of Our Lives*
  - Activity: Lincoln's Pockets*
- Analyzing Primary Sources
  - Activity: Analyzing Photographs*
  - Activity: Analyzing Sheet Music*
  - Activity: Analyzing Maps*
  - Activity: Analyzing Political Cartoons*
- Teaching with Primary Sources
  - Activity: Connecting with Primary Sources*
  - Activity: Music as Historical Artifacts*
  - Activity: Perception through Photography*
  - Activity: Book Backdrops*

# ANALYZING MAPS

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**GOAL** Conduct primary source analysis

## Time Required

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1 hour 30 minutes

**OBJECTIVES** Participants will:

- Observe a primary source analysis
- Analyze a primary source
- Develop instructional strategies to help students examine and analyze primary sources

## Standards

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AASL 2.1.1  
 AASL 2.1.3  
 NETS-T 3b  
 NETS-T 3c  
 NETS-T 3d

**MATERIALS** **Materials/Resources Using Primary Sources in the Classroom**

- View of Washington City.
- Bibliographic record for View of Washington City.
- Teacher's Guide to Analyzing Maps
- Primary Source Analysis Tool
- Why Use Primary Sources
- Waldseemüller 1507 World Map (1/2)
- Waldseemüller 1507 World Map (2/2)
- Bibliographic record for Waldseemüller 1507 World Map

**PREPARATION** Read and understand the following Library of Congress resources:

- *Teacher's Guide to Analyzing Maps*
- *Why Use Primary Sources*

Print one copy per participant of the items below. Keep bibliographic records separate from the primary sources.

- *View of Washington City.*
- *Bibliographic record for View of Washington City.*
- *Bibliographic record for the Waldseemüller 1507 World Map*
- *Teacher's Guide to Analyzing Maps*

Print one copy of the item below.

- *Waldseemüller 1507 World Map, in 12 pieces*

Print two copies per participant of the item below.

## ANALYZING MAPS

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- *Primary Source Analysis Tool*

### PROCEDURE

1. Distribute a *Primary Source Analysis Tool* and a copy of *View of Washington City* to each participant.
2. Model primary source analysis of *View of Washington City*, referring to the *Primary Source Analysis Guide* as needed. Fill in the *Primary Source Analysis Tool* with the help of the participants. Use an overhead or another projection method to display the demonstration, if available.
  - In the "observe" column, record details that you can see.
  - In the "reflect" column, compare your prior knowledge to the clues on the map and then record your hypotheses about what you see. Differentiate between comments that are observations and those that are reflections based on observations. For example, "I see drawings of ships and men in uniform" is an observation, whereas "This is a war map" is a reflection.
  - Use the "question" column to capture questions you may have as you observe and consider what you know about the item. Aim to generate open-ended questions that will prompt further investigation and inquiry.
3. Share the bibliographic data with participants. Discuss what new insights, if any, the information adds, what questions it answers, and what questions remain.
4. Give one piece of the Waldseemüller map to each participant. Participants may work in pairs if the group is larger than 12. Ask participants to record observations and thoughts about their piece of map on the *Primary Source Analysis Tool*.
5. Once they have analyzed their section of map, ask them to compare their section with those of their neighbors' as well as share information from their primary source analysis.
6. Ask participants to circulate around the room to find pieces that match their section of map and to compare notes. Have them assemble the map on a large table or the floor.
7. The group should discuss and try to come to consensus on the

## ANALYZING MAPS

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purpose, creator, audience, using clues from the maps. Distribute the bibliographic information for the map. Discuss what participants learned and what questions they still have.

8. Facilitate a discussion about ways primary sources engage students and help them to develop critical thinking skills. Distribute copies of *Why Use Primary Sources* and refer to it as needed.

**ASSESSMENT** Distribute the *Teacher's Guide to Analyzing Maps* and discuss how they might use elements of this activity with their students.

# ANALYZING MAPS

There are 8 resources for this activity...



### View of Washington City.

Bird's-eye view of central Washington

<http://hdl.loc.gov/loc.gmd/g3851a.pm001066>



### Bibliographic record for View of Washington City.

<http://hdl.loc.gov/loc.gmd/g3851a.pm001066>



### Teacher's Guide to Analyzing Maps

An easy-to-use guide for facilitating student analysis of maps, with guiding questions and activity ideas

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)



### Primary Source Analysis Tool

A simple graphic organizer that helps students respond to and analyze primary sources

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)



### Why Use Primary Sources

A one-sheet introduction to the ways in which primary sources build student skills

<http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-red.pdf>

(2 pages)



### Waldseemüller 1507 World Map (1/2)

<http://www.loc.gov/teachers/classroommaterials/lessons/waldseemuller/pdf/part1.pdf>

(6 pages)

# ANALYZING MAPS

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## Waldseemüller 1507 World Map (2/2)

<http://www.loc.gov/teachers/classroommaterials/lessons/waldseemuller/pdf/part2.pdf>

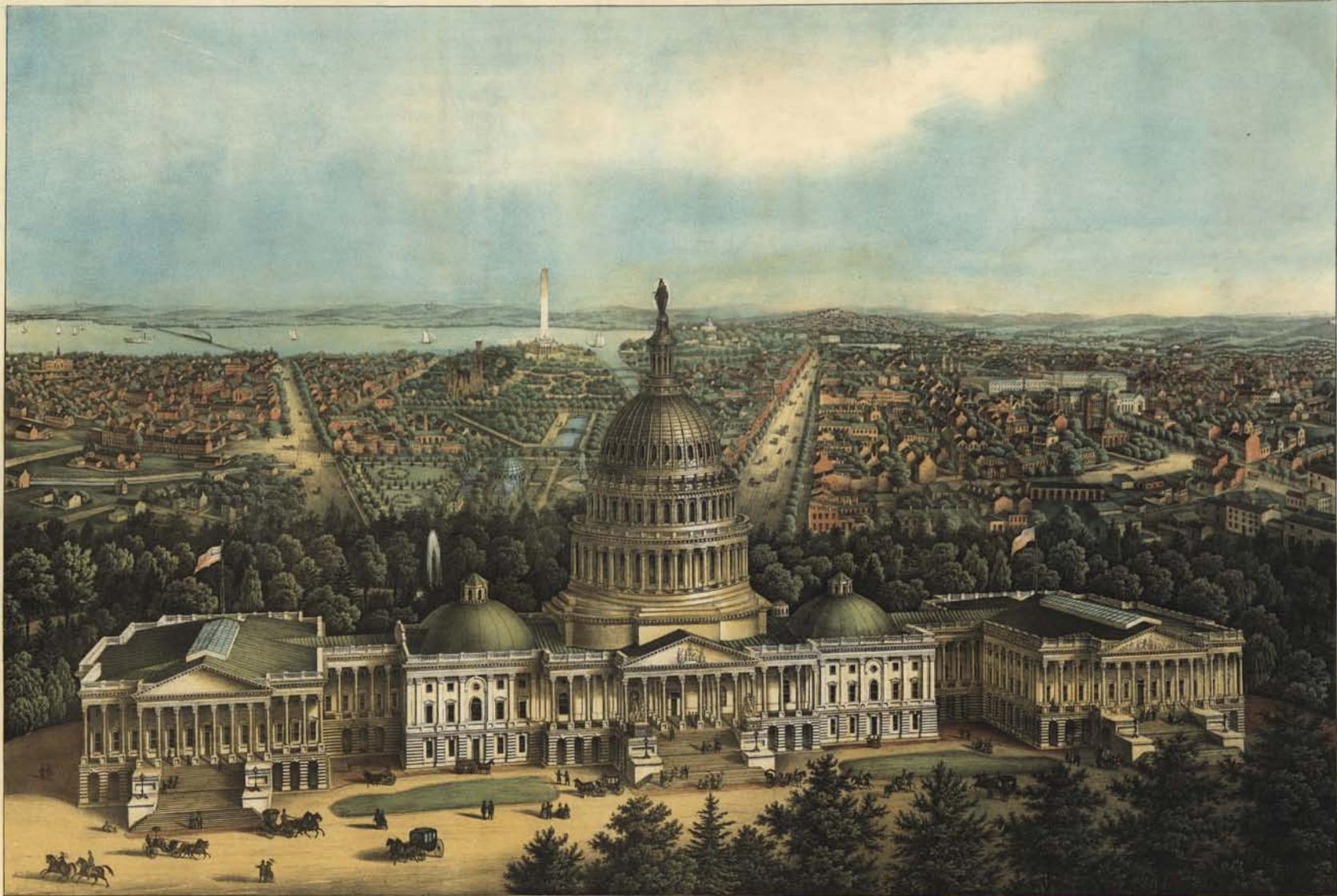
(6 pages)



## Bibliographic record for Waldseemüller 1507 World Map

<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

(2 pages)

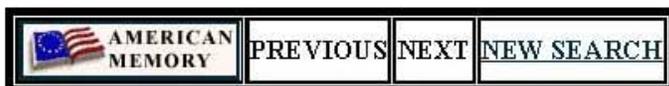


146 by E. Sachse & Co. N.Y. 151 Liberty St. N.Y.

1790/1

Engraved and published by E. Sachse & Co. N.Y. 151 Liberty St. N.Y. in the Office of the Engraver at Washington.

# VIEW OF WASHINGTON CITY.



## Map Collections

Click on picture for larger image, full item, or more versions. [\[Rights and Reproductions\]](#)



### View of Washington City.

[E. Sachse & Co.](#)

#### CREATED/PUBLISHED

Balt[im]o[re]: Lith. by E. Sachse & Co., [1871]

#### NOTES

Low-angle bird's-eye view of central Washington toward the west and northwest with The Capitol in foreground.

"Entered according to Act of Congress in the year 1871 by E. Sachse & Co. Balto. in the Office of the Librarian of Congress at Washington."

Oriented with north toward the upper right.

Not drawn to scale.

#### SUBJECTS

[Washington \(D.C.\)--Aerial views.](#)

[United States Capitol \(Washington, D.C.\)--Aerial views.](#)

[United States--District of Columbia--Washington.](#)

#### MEDIUM

1 view : col. ; 46 x 68 cm.

#### CALL NUMBER

G3851.A35 1871 .E2 Vault

#### REPOSITORY

Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

[http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field\(NUMBER+@\)band\(g3851a+p...](http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@)band(g3851a+p...) 6/29/2009

#### DIGITAL ID

**g3851a pm001066** <http://hdl.loc.gov/loc/gmd/g3851a pm001066>

# TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

## OBSERVE

**Have students identify and note details.**

Sample Questions:

Describe what you see. · What do you notice first? · What size and shape is the map? · What graphical elements do you see? · What on the map looks strange or unfamiliar? · Describe anything that looks like it does not belong on a map. · What place or places does the map show? · What, if any, words do you see?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

Why do you think this map was made? · Who do you think the audience was for this map? · How do you think this map was made? · How does it compare to current maps of this place? · What does this map tell you about what the people who made it knew and what they didn't? · If this map was made today, what would be different? · What would be the same?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

### Beginning

Have students write a brief description of the map in their own words.

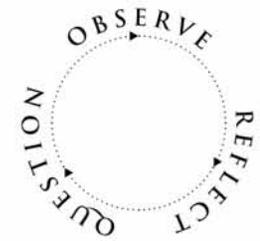
### Intermediate

Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

### Advanced

Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>



# PRIMARY SOURCE ANALYSIS TOOL

## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION



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## Why Use 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.

### 1. Engage students

- Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.
- Because primary sources are snippets of history, they encourage students to seek additional evidence through research.
- First-person accounts of events helps make them more real, fostering active reading and response.



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[www.loc.gov/teachers](http://www.loc.gov/teachers)



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## Why Use Primary Sources?



### 2. Develop 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. Construct 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.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.



Free to everyone, with no login or subscription

[www.loc.gov/teachers](http://www.loc.gov/teachers)

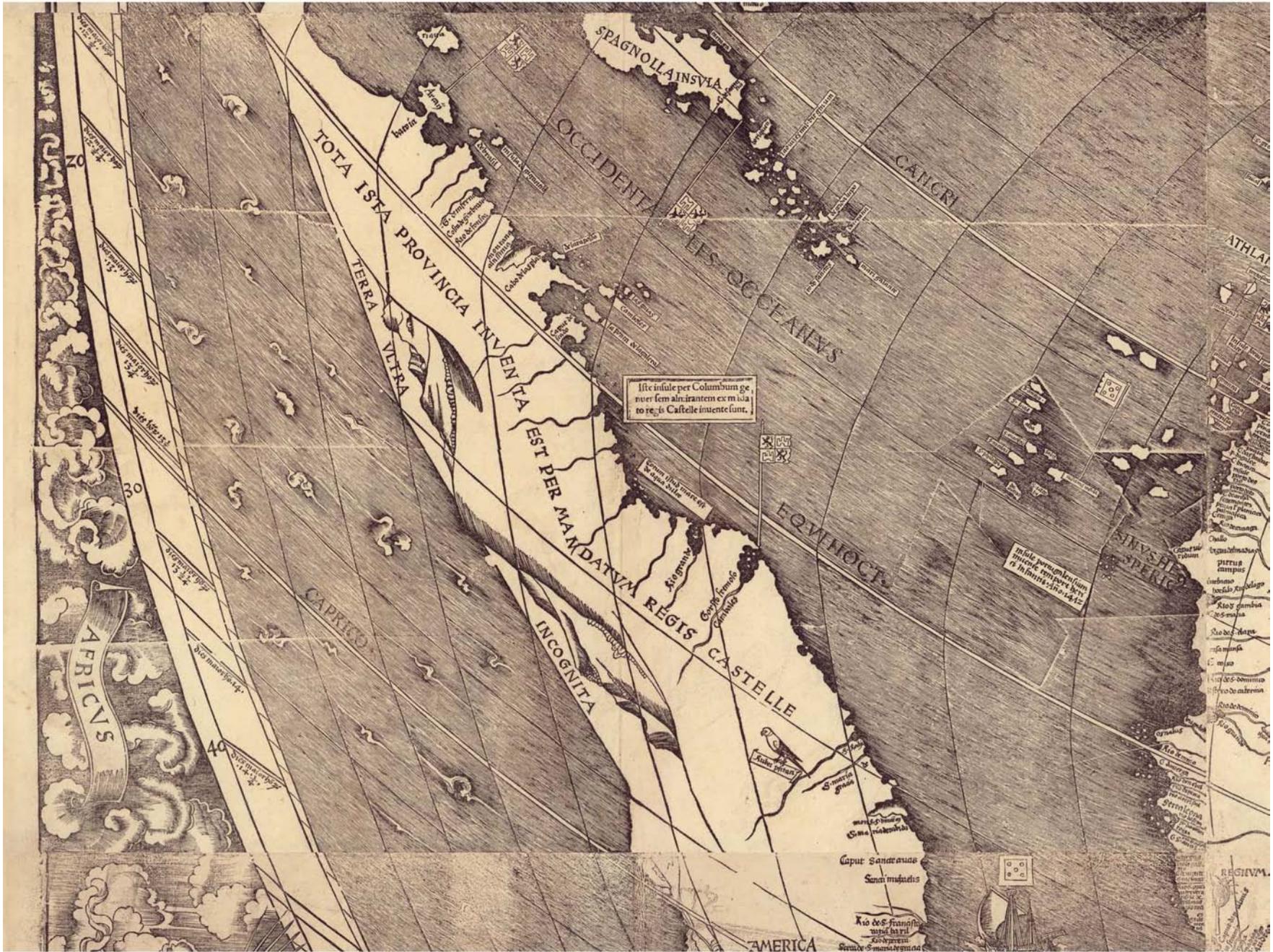


Multi commentum esse putarūt quoc̄ ab inclyto Poeta dicit̄ extra sidera iacere tellurē extra anni solisq; vias vbi cœlifer Athlas Axem humero torquet stellis ardentibus aptum. Cum nūc demū ita esse liquidū euadat. Est enim terra per Columbū regis Castiliæ capitaneū atq; Americū Vesputium magni & excellentis in genij viros inuenta; quę licet maiori sua parte sub anni & solis viā atq; inter tropicos iaceat nihilo tamen minus ad vndeuginti ferme gradus vitæ capricornū ad polum Antarcticū extra anni & solis vias extenditur. In qua quidem magis auri quam alterius cuiusuis metalli esse comperitū est.

<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Sheet 1 - Upper left section

The Library of Congress



<http://hdl.loc.gov/loc/gmd/g3200.ct000725C>

Sheet 2

The Library of Congress













<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

Sheet 11

The Library of Congress



<http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

Sheet 10 - Upper right section

The Library of Congress









## Map Collections

Click on picture for larger image, full item, or more versions. [\[Rights and Reproductions\]](#)



### **Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii aliorū que lustrationes.**

[Waldseemüller, Martin, 1470-1521?](#)

#### **OTHER TITLES**

Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii aliorū que lustrationes

#### **CREATED/PUBLISHED**

[St. Dié, France? : s.n., 1507]

#### **NOTES**

Relief shown pictorially.

First document known to name America.

Red ink grid on 2 sheets. Text applied over blank areas on 2 sheets. Manuscript annotations in the margin of 1 sheet.

All sheets bear a watermark of a triple pointed crown.

Two stamps on verso of upper left hand sheet: Fürstl. Waldburg Wolfegg'sches Kupferstichkabinett -- Fürstl. Waldbg. Wolf. Bibliothek.

Exhibited: Rivers, edens, empires: Lewis & Clark and the revealing of America, Library of Congress, Washington, D.C., July 24-Nov. 29, 2003.

Includes text and ill.

Printed surrogate in vault available for reference.

LC digital image is a composite map from the twelve separate sheets.

Scale [ca. 1:15,000,000 at equator]; Ptolemy's second proj. (W 180<sup>0</sup>--E 180<sup>0</sup>/N 90<sup>0</sup>--S 50<sup>0</sup>).

#### **SUBJECTS**

[World maps--Early works to 1800.](#)

[World.](#)

#### **MEDIUM**

1 map on 12 sheets ; 128 x 233 cm., sheets 46 x 63 cm. or smaller.

#### **CALL NUMBER**

**G3200** 1507 .W3 Vault

## REPOSITORY

Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA

## DIGITAL ID

([Composite Map](#)) **g3200** ct000725C <http://hdl.loc.gov/loc.gmd/g3200.ct000725C>

([Entire map](#)) **g3200** ct000725 <http://hdl.loc.gov/loc.gmd/g3200.ct000725>

