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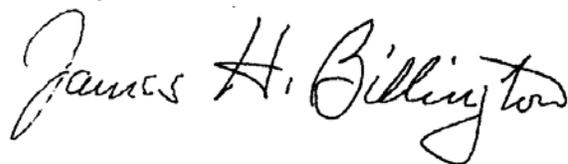
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library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

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GOAL	Analyzing Primary Sources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Analyze a political cartoon</li> <li>• Explore strategies for incorporating political cartoons into instruction</li> </ul>	1 hour 30 minutes
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> One nation ... indivisible...</li> <li><input type="checkbox"/> Kids these days! Craziest in schools, movies, video games - terrible! Here - try this little dandy</li> <li><input type="checkbox"/> Health coverage</li> <li><input type="checkbox"/> Primary Source Analysis Tool</li> <li><input type="checkbox"/> Teacher's Guide to Analyzing Political Cartoons</li> <li><input type="checkbox"/> It's No Laughing Matter <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/</a></li> <li><input type="checkbox"/> Political Cartoons Themed Resources <a href="http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/">http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</a></li> </ul>	<b>Standards</b> ..... <ul style="list-style-type: none"> <li>AASL 1.1.5</li> <li>AASL 1.1.7</li> <li>AASL 4.2.3</li> <li>NETS-T 2a</li> </ul>
PREPARATION	Become familiar with the <i>Teacher's Guide to Analyzing Political Cartoons</i> and select a few questions from each column to ask during the activity to prompt analysis and discussion.	
	Print one copy per participant of the following items:	
	<ul style="list-style-type: none"> <li>• <i>Primary Source Analysis Tool</i></li> <li>• <i>Teacher's Guide to Analyzing Political Cartoons</i></li> </ul>	
	Print enough copies of the following items for each participant to have one cartoon:	
	<ul style="list-style-type: none"> <li>• <i>One nation ... indivisible</i></li> <li>• <i>Kids these days!</i></li> <li>• <i>Health coverage</i></li> </ul>	
	Prepare for display:	

## ANALYZING POLITICAL CARTOONS

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- *One nation ... indivisible*  
<http://loc.gov/pictures/item/00652246/>
- *Kids these days!*  
<http://loc.gov/pictures/item/00652281/>
- *Health coverage*  
<http://loc.gov/pictures/item/00652270/>
- *It's No Laughing Matter Web site*  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>
- *Political Cartoons Themed Resources Web site*  
<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/>

Become familiar with *It's No Laughing Matter* online activity and *Political Cartoons Themed Resources* Web site.

### PROCEDURE

1. Divide participants into small groups. Explain that participants will be analyzing a political cartoon, and that each group will report afterward.
2. Distribute the cartoon printouts so that the members of each group have copies of the same cartoon.
3. Ask participants to silently study their cartoon for one minute.
4. Distribute a *Primary Source Analysis Tool* to each participant.
5. Ask groups to work together to analyze their cartoon and record responses on the *Primary Source Analysis Tool*. Circulate among the groups, guiding them with the selected prompts and questions:
  - Remind them to go back and forth between the columns as they work. There is no correct order.
  - Ask selected questions from the Observe column of the *Teacher's Guide to Analyzing Political Cartoons*.
  - Ask selected questions from the Reflect column of the *Teacher's Guide to Analyzing Political Cartoons*.
6. Remind the groups to generate one or two questions and strategies for further investigation, if they haven't done so already.
7. Display one of the cartoons. Ask groups who analyzed that cartoon to share some of their responses. At appropriate moments, encourage further discussion with prompts such as the following:
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## ANALYZING POLITICAL CARTOONS

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- "What evidence led you to make that speculation in the Reflect column?" or "What makes you think that?"
- "Did that question lead you to more observations and reflections?"
  - "What questions and strategies do you have for further investigation?"
8. Repeat Step 7 for the other two cartoons.
  9. As a whole group, discuss the following:
    - Why do students need to have a body of knowledge about a cartoon's topic in order to be able to interpret a cartoon?
    - What are some ways you can support students in obtaining that knowledge?
    - Why do you think we are looking at cartoons from recent history in this activity, rather than cartoons from, say, the 18th century?
    - What are some factors you will use when choosing cartoons for use in your classroom?
  10. Distribute the *Teacher's Guide to Analyzing Political Cartoons*. Review the three columns and the Further Investigation section and discuss.
  11. Direct participants to the follow-up ideas at the bottom of the *Teacher's Guide to Analyzing Political Cartoons*. Ask participants to share which ideas they might use in their classroom, and what additional ideas come to mind.
  12. Explain that you are going to show participants some additional political cartoon resources available for teachers and students on the Library of Congress Web site.
  13. Display *It's No Laughing Matter* and explain that it is an online activity that can be used when teaching persuasive techniques.
  14. Display the *Political Cartoons Themed Resources* (<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons>) to point out the extensive additional resources available.

**ASSESSMENT** Reflect on the experience and consider how political cartoons might best be incorporated into your own instruction.

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Teaching with Primary Sources • Professional Development

# ANALYZING POLITICAL CARTOONS

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There are 7 resources for this activity...



© 1977 Herb Block Cartoon, copyright by The Herb Block Foundation. Image courtesy of the Photo and Photographs Division, LC-00652246/

### One nation ... indivisible...

A 1977 Herbblock Cartoon, copyright The Herb Block Foundation.

<http://loc.gov/pictures/item/00652246/>



© 1999 Herb Block Cartoon, copyright by The Herb Block Foundation. Image courtesy of the Photo and Photographs Division, LC-00652281/

### Kids these days! Craziess in schools, movies, video games - terrible! Here - try this little dandy

A 1999 Herbblock Cartoon, copyright The Herb Block Foundation.

<http://loc.gov/pictures/item/00652281/>



© 1991 Herb Block Cartoon, copyright by The Herb Block Foundation. Image courtesy of the Photo and Photographs Division, LC-00652270/

### Health coverage

A 1991 Herbblock Cartoon, copyright The Herb Block Foundation.

<http://loc.gov/pictures/item/00652270/>



### 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)

# ANALYZING POLITICAL CARTOONS

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## Teacher's Guide to Analyzing Political Cartoons

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

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Political\\_Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)



## It's No Laughing Matter

An interactive activity for students on cartoonists' persuasive techniques

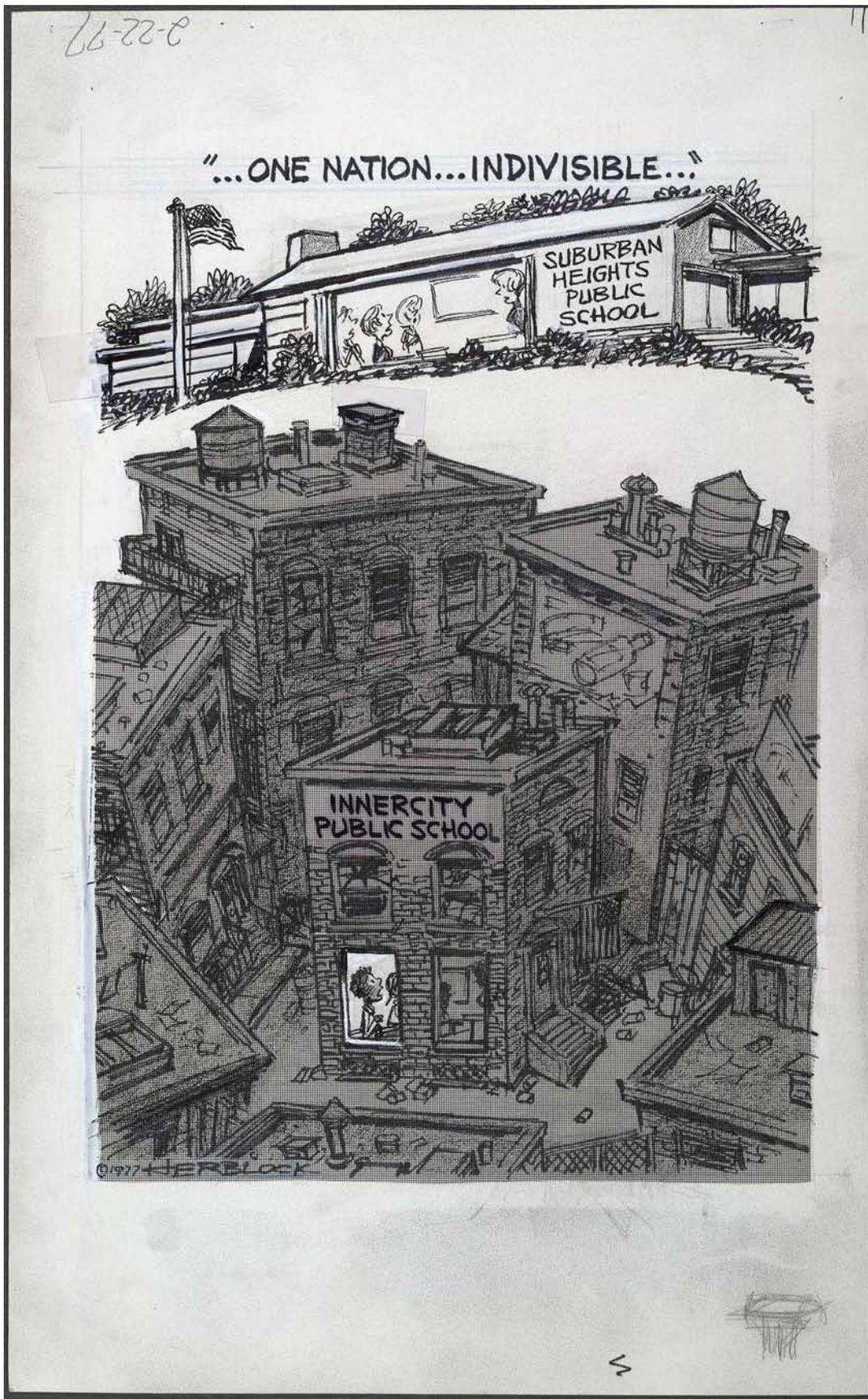
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>



## Political Cartoons Themed Resources

Web page detailing online resources for teachers and students relating to political cartoons

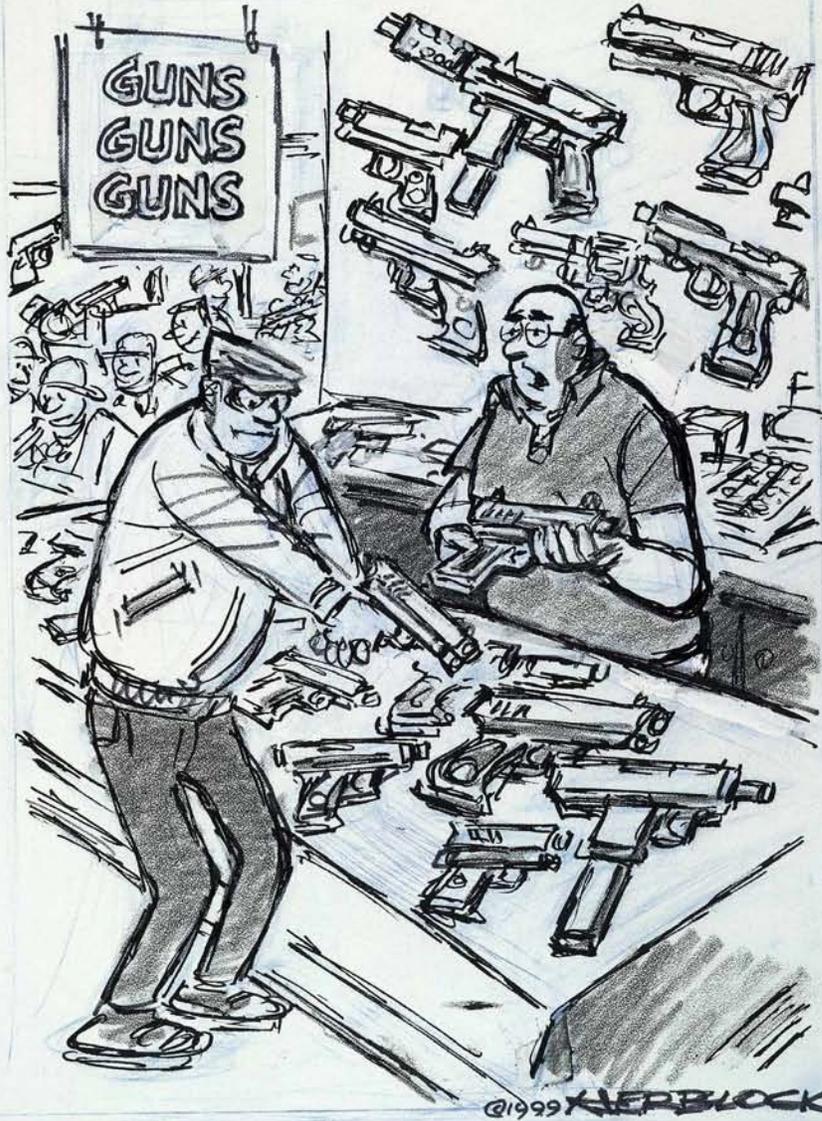
<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/>



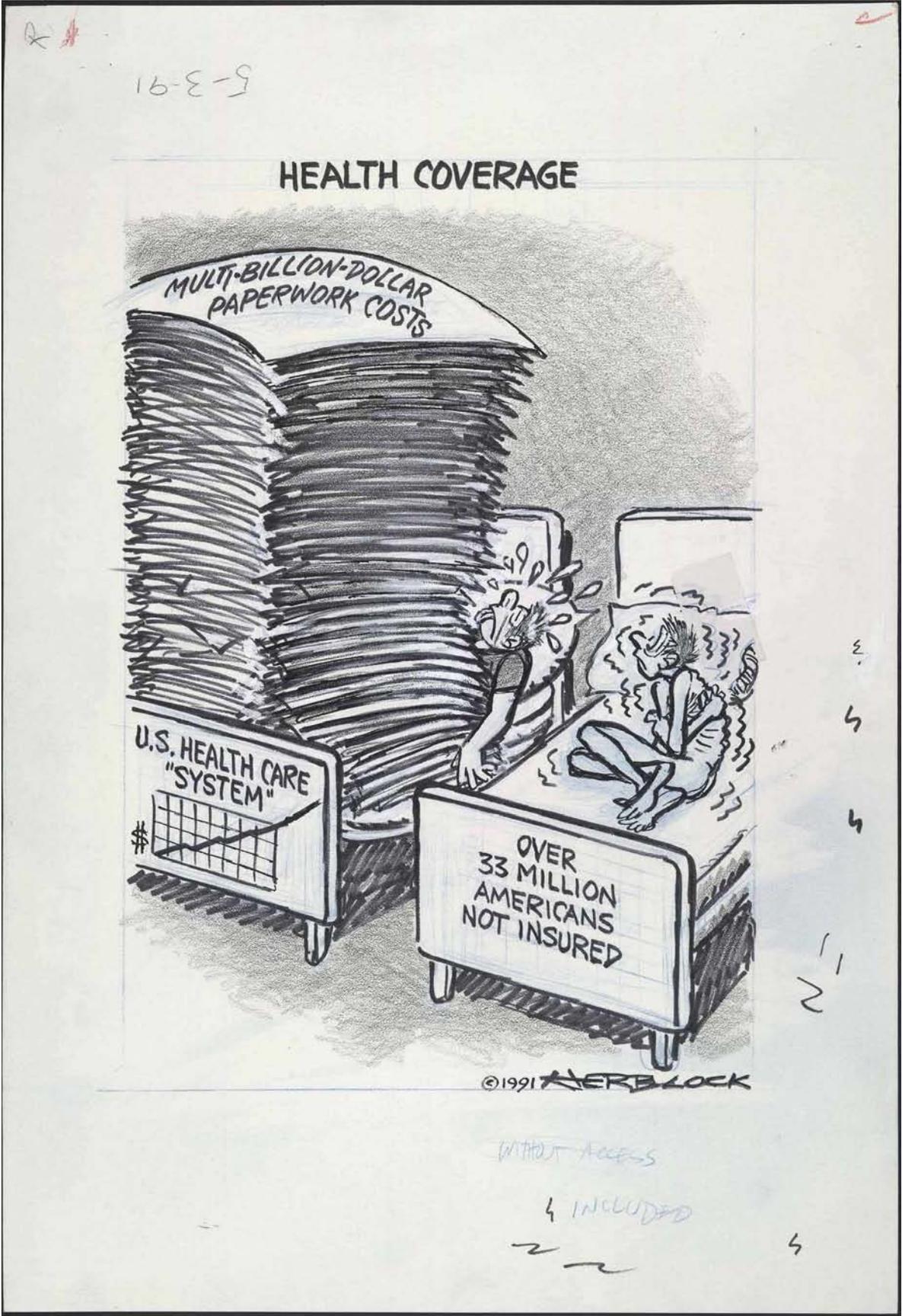
© A 1977 Herblock Cartoon, copyright by The Herb Block Foundation  
Image courtesy of the Prints and Photographs Division, LC-DIG-ppmsc-03535

bb-82-7

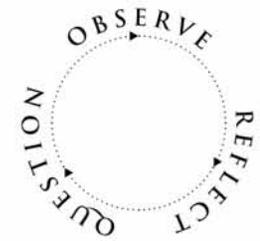
"KIDS THESE DAYS! CRAZINESS IN SCHOOLS,  
MOVIES, VIDEO GAMES — TERRIBLE!  
HERE — TRY THIS LITTLE DANDY"



© A 1999 Herblock Cartoon, copyright by The Herb Block Foundation  
Image courtesy of the Prints and Photographs Division, LC-DIG-ppmsc-03503



© A 1991 Herblock Cartoon, copyright by The Herb Block Foundation  
Image courtesy of the Prints and Photographs Division, LC-DIG-ppmsc-03460



# PRIMARY SOURCE ANALYSIS TOOL

## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION

# TEACHER'S GUIDE ANALYZING POLITICAL CARTOONS



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 people and objects are shown? · What, if any, words do you see? · What do you see that looks different than it would in a photograph? · What do you see that might refer to another work of art or literature? · What do you see that might be a symbol? · What other details can you see?

## REFLECT

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

What's happening in the cartoon? · What was happening when this cartoon was made? · Who do you think was the audience for this cartoon? · What issue do you think this cartoon is about? · What do you think the cartoonist's opinion on this issue is? · What methods does the cartoonist use to persuade the audience?

## QUESTION

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

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

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## FURTHER INVESTIGATION

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**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?

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**A few follow-up activity ideas:**

*Beginning*

*Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?*

*Intermediate*

*Compare two political cartoons that are on the same side of an issue. Identify the different methods — like symbols, allusions, or exaggeration — that the two cartoons use to persuade their audience.*

*Advanced*

*Select a political cartoon. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**