



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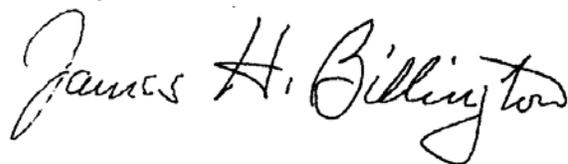
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library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

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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*

## EXPLORING AMERICAN TREASURES

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GOAL	Exploring <a href="http://www.loc.gov">www.loc.gov</a>	<b>Time Required</b> <hr/> 1 hour 0 minutes
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Explore the online American Treasures exhibition</li> <li>• Experience a model activity that demonstrates making connections through online exploration</li> <li>• Understand how using primary sources helps students make connections with the past</li> </ul>	<b>Standards</b> <hr/> AASL 1.1.1 AASL 1.1.6 AASL 1.2.1 AASL 2.3.1 AASL 4.4.4 NETS-T 1b
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Treasures of the Library of Congress <a href="http://www.loc.gov/exhibits/treasures/">http://www.loc.gov/exhibits/treasures/</a></li> <li><input type="checkbox"/> Exhibition Exploration Questions</li> <li><input type="checkbox"/> American Treasures Exhibition Overview</li> </ul>	
PREPARATION	Review the <i>American Treasures Exhibition Overview</i> and prepare to share with participants.  Make yourself familiar with the <i>American Treasures of the Library of Congress</i> online exhibition at <a href="http://www.loc.gov/exhibits/treasures/">http://www.loc.gov/exhibits/treasures/</a>  Print one copy per participant of <i>Exhibition Exploration Questions</i> .  Provide Internet access for participants, in pairs, to explore the <i>American Treasures of the Library of Congress</i> exhibition at <a href="http://www.loc.gov/exhibits/treasures/">http://www.loc.gov/exhibits/treasures/</a>	
PROCEDURE	<ol style="list-style-type: none"> <li>1. Pair up participants at computers, and direct them to the <i>American Treasures of the Library of Congress</i> at <a href="http://www.loc.gov/exhibits/treasures/">http://www.loc.gov/exhibits/treasures/</a></li> <li>2. Give participants a brief overview of the exhibition and explain how it is organized.</li> <li>3. Allow participants 15 minutes to explore the exhibition.</li> <li>4. Have each pair select a Gallery and sub-gallery (within Memory, Reason, or Imagination) that connects to both partners' content areas.</li> </ol>	

## EXPLORING AMERICAN TREASURES

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5. Distribute an *Exhibition Exploration Questions* handout to each participant.
6. Ask pairs to stay within the gallery they selected as they respond to the questions on the handout. Participants will record their own responses on their individual handouts. They may choose different objects than their partners.
7. Have each pair join another pair to discuss their responses to exhibition questions. Guide the discussion to explore these questions:
  - How did these questions help you make personal connections to the past?
  - How did choice engage you as a learner?
  - How did different perspectives and experiences play a role in the activity?
8. As a whole group, discuss the following:
  - How did this activity provide multiple entry points for learning?
  - How could this activity be adapted for your own classrooms?
  - What is the role of the teacher in this activity?
9. Ask, "Of all the objects in the gallery you chose, which one would you select to use in your own classroom? Why? How would you use it to help students connect with content knowledge and personal experiences?"
10. Solicit a few volunteers to share the object they chose, why they chose it, and how they would use it in their classroom.

### ASSESSMENT

Describe the process of making a personal connection to the past with primary sources. What makes this process most effective? How else might you incorporate the *American Treasures* exhibition in your classroom activities?

Teaching with Primary Sources • Professional Development

# EXPLORING AMERICAN TREASURES

There are 3 resources for this activity...



## American Treasures of the Library of Congress

Online exhibition

<http://www.loc.gov/exhibits/treasures/>

- Exhibition Exploration Questions**
1. Observe the object on the screen on the right and understand the life of the past by observing it. What is the object?
  2. Did the object that reflects a change in America. How do you know that you know?
  3. Observe the object on the screen. What does the object tell you about the past?
  4. Observe the object on the screen. How do you know that you know?
  5. Did you find the object that you think would have been used by the past? What is the object?
  6. Did you find the object that you think would have been used by the past? What is the object?

## Exhibition Exploration Questions

Handout with guiding questions

**American Treasures Exhibition Overview**

The American Treasures of the Library of Congress exhibition is a collection of the most important and significant objects in the history of the United States. The objects are displayed in a chronological order, from the early 17th century to the present day. The objects are displayed in a chronological order, from the early 17th century to the present day. The objects are displayed in a chronological order, from the early 17th century to the present day.

## American Treasures Exhibition Overview

Background information about the exhibition and how it is organized

## Exhibition Exploration Questions

1. Choose an object that interests you. How might your understanding of the past be different if you had not seen this object?
2. Find an object that reflects a change in America. How does that change affect you today?
3. Choose an object that you like. What does this object make you think of from your own life? Why?
4. Choose an image or object that interests you. Now, turn away from it. Draw what you remember most clearly. Compare your work with the original. Why do you think you remembered what you did?
5. Find and describe an object that you think would have been used in everyday life. What is its modern equivalent?
6. Think about the important objects in your own life. What object would you include in an exhibition to represent the times you live in? Why?

## American Treasures Exhibition Overview

The *American Treasures of the Library of Congress* online exhibition contains 250 of the rarest, most interesting or significant items relating to America's past, drawn from every corner of the world's largest library.

*American Treasures* is organized in the manner of Thomas Jefferson's own personal library. Jefferson's library, the largest personal collection of books in the United States at the time, was purchased by Congress in 1815 to replace the Congressional Library destroyed by the British the year before. Jefferson's 6,487 books became the core of the collections of the Library of Congress, and laid the foundation for all that the Library is and does today.

In organizing his books, Jefferson followed a modified version of a system created by British philosopher Francis Bacon (1561–1626). Books were divided into the following three categories:

- **Memory** (History)
- **Reason** (Philosophy - including Law, Science and Geography)
- **Imagination** (Fine Arts - including Architecture, Music, Literature and Sports).

In addition to a selection of *Top Treasures*, the objects in the *American Treasures* online exhibition are organized by these three categories. The galleries are named *Memory*, *Reason* and *Imagination*, each of which is divided into two or three sub-galleries.