



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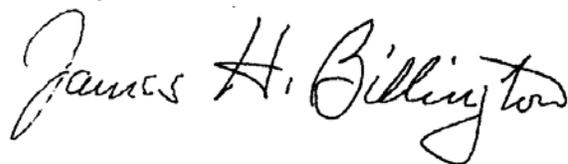
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library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

## UNDERSTANDING COPYRIGHT

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GOAL	Understanding legal and ethical use of digital resources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Identify and locate "Rights and Restrictions" statements for Library collections</li> <li>• Locate information about fair use</li> </ul>	1 hour 0 minutes
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <input type="checkbox"/> Web site: Copyright <a href="http://www.loc.gov/teachers/usingprimarysources/copyright.html">http://www.loc.gov/teachers/usingprimarysources/copyright.html</a>	<b>Standards</b> ..... AASL 1.3.3 NETS-T 4a
PREPARATION	Have the following materials ready before the activity: <ul style="list-style-type: none"> <li>• Flip chart paper and marker</li> <li>• Computer lab - participants will need to access the Library of Congress Web site</li> </ul> Read and understand the following Library of Congress resource before the activity: <ul style="list-style-type: none"> <li>• Copyright  <a href="http://www.loc.gov/teachers/classroommaterials/usingprimarysources/copyright.html">http://www.loc.gov/teachers/classroommaterials/usingprimarysources/copyright.html</a> </li> </ul>	
PROCEDURE	<ol style="list-style-type: none"> <li>1. Begin the activity by inviting participants to share their understandings, questions and concerns about copyright and fair use. Record the comments on the flip chart paper.</li> <li>2. View "Reading the Fine Print" in the student presentation <i>Taking the Mystery Out of Copyright</i>.  <a href="http://www.loc.gov/teachers/copyrightmystery/#!/reading/">http://www.loc.gov/teachers/copyrightmystery/#!/reading/</a>                       Go to: <a href="http://www.loc.gov">www.loc.gov</a> &gt; Teachers &gt; Classroom Materials &gt; Presentations and Activities &gt; Presentations &gt; Taking the Mystery Out of Copyright                       See if it answers any of the questions. What other questions does it raise?                 </li> <li>3. For the following three collections, demonstrate how to find</li> </ol>	

## UNDERSTANDING COPYRIGHT

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copyright information and compare the differing information found on each one.

- American Memory > Maps > Civil War Maps ~ 1861-1865 > About This Collection > Rights and Reproductions.

Have participants read the first two paragraphs and share their understanding. Confirm that this collection is generally thought to be free of restrictions for the following reasons:

a) Works published or registered in the U.S. before 1923 are now in the public domain, and many of the maps were created prior to this time.

b) Works by the United States Government are not eligible for U.S. copyright protection, and many of the maps were created by the government.

- American Memory > Literature > Hurston, Zora Neale ~ Plays ~ 1925-1944 > About This Collection > Rights and Reproductions.

Have participants read the first paragraph. Discuss, noting that there may not be any copyright restrictions because the plays were registered for copyright between 1925 and 1944, then, as far as is known, the copyright was not renewed.

- American Memory > Advertising > Coca-Cola Advertising ~ Films ~ 1951-1999 > About This Collection > Copyright and Other Restrictions.

First, explain that the Coca-Cola Films collection is one of many that are still in the "old" American Memory format. Show participants where to find the link to Copyright and Other Restrictions - near the bottom right of the page.

Have participants read the Copyright and Other Restrictions page and discuss. Confirm that the use of items in this collection is restricted, even though the Coca-Cola Company gave permission for some items to be displayed on the Library's Web site.

Note that the essays may be used freely because they were written by the United States government.

4. Have participants practice finding online copyright information for one or more additional collections as time permits.
5. Demonstrate how to find copyright information for a selected primary source.

## UNDERSTANDING COPYRIGHT

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- a) Return to the Civil War Maps collection. Go to: American Memory > Maps > Civil War Maps ~ 1861-1865
  - b) Enter the search term "Snedden," and select any item from the results list.
  - c) Explain that a link to the collection will be somewhere near the top of the bibliographic record page.
  - d) Click on the link. Review how to find the "Copyright and Other Restrictions" information.
6. Have participants practice finding copyright information for one or more additional primary sources in American Memory.
7. Show participants where to find out more about copyright by navigating to the Copyright page.  
<http://www.loc.gov/teachers/classroommaterials/usingprimarysources/copyright.html>
- Go to: [www.loc.gov](http://www.loc.gov) > Teachers > Using Primary Sources > Copyright and Primary Sources
- a) Scroll down to the Fair Use section. Read and discuss.
  - b) Scroll down to Classroom Examples. Review a few examples with participants, and then ask them to share some recent examples of their own fair use of digital materials in their classrooms.
  - c) Explain that teachers are responsible for determining the copyright status of an item if usage of the item will go beyond fair use. If desired, discuss participants' responsibilities regarding copyright for the three sample American Memory collections in step 3, above.
8. Review the list of questions generated at the start of the activity. Where could participants go to learn answers?

ASSESSMENT Can a user find copyright information for a collection on the Library of Congress Web site?  
 Can a user find information about fair use?

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## UNDERSTANDING COPYRIGHT

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



**Web site: Copyright**

Answers to questions about copyright and fair use

<http://www.loc.gov/teachers/usingprimarysources/copyright.html>