



LIBRARY OF CONGRESS **TEACHING** with PRIMARY SOURCES

Unpacking Evidence: Teaching with Primary Sources

Library of Congress—
Teaching with Primary Sources

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.

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World Geography
(12th grade)



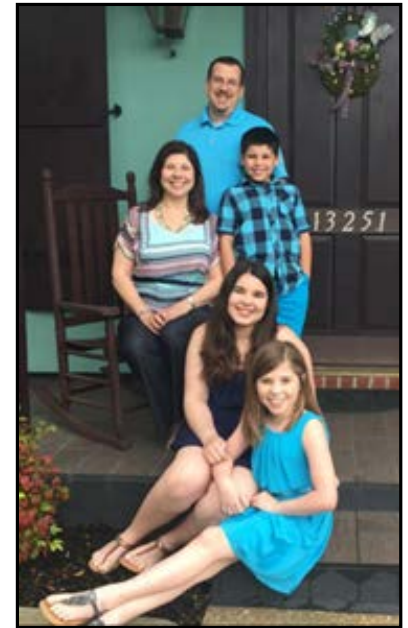
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Mom and wife
Three Kids
Sydney 14
Ryan 10
Owen 7





It's important for kids to realize that the achievements of the past will only last if they are active participants in the struggle for justice and equality.

-Barbara Henry

What is TPS?

Funded by a grant from the Library of Congress, the Teaching with Primary Sources (TPS) program at Southeastern Louisiana University is an outreach program which collaborates with various schools, universities, libraries, and foundations in order to help classroom teachers discover the availability of the Library's vast collection of digitized primary sources that are available to improve learning and teaching in the classroom.

TPS Mission

The mission of the Library of Congress Teaching with Primary Sources program is to: **build awareness of the Library's educational initiatives; provide content that promotes the effective educational use of the Library's resources; and offer access to and promote sustained use of the Library's educational resources.** The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library's digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library's TPS program and other resources available to teachers at www.loc.gov/teachers.

Free to everyone, with no login or subscription.

TPS Level Framework

Professional development activities under TPS progress along three program levels. K-12 educators have the option of taking workshops and courses, offered by TPS Consortium members, under all or some of these levels, depending on their interests.

Level I–Participants gain strategies for using primary sources to help students engage in learning, develop critical thinking skills and build content knowledge.

Level II– Participants evaluate, create and teach topic-specific, content-informed lessons that integrate primary sources from the Library of Congress and exemplify effective instructional practices.

Level III – Experienced educators advocate the use of primary sources and help disseminate the ideas, methods and products of the TPS program.

Teaching with Primary Sources at Southeastern State University

- Presentations
- Single-session Workshops
- Multi-session Workshops
- Summer Institutes
- Academic Courses
- Coaching
- Online Modules
- Lesson Plans
- Primary Source Sets
- Learning Source Sets

TPS @ Southeastern Louisiana University

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What Are Primary Sources?

Primary Sources are the raw materials of history – original documents and objects which were created at the time under study. They are different from **secondary sources** which are accounts or interpretations of events created by someone without firsthand experience.



Why Use Primary Sources?

Primary Sources provide a window into the past...they help

1. Engage students
2. Develop critical thinking skills
3. Construct knowledge



Objectives

Participants will be able to:

1. Describe the benefits of teaching with primary sources
2. Analyze primary sources in different formats
3. Analyze a set of related primary sources in order to identify multiple perspectives
4. Demonstrate how primary sources can support at least one teaching strategy

Visual Thinking Strategies

- Teachers use artwork and imagery to start a dialogue
- Teachers facilitate discussion amongst students being neutral and unbiased
- Students lead discussions
- VTS fosters a respectful, safe environment to express opinions and ideas
(Smith, 2008)



Analyzing Primary Sources

Observe

1. Describe what you see.
2. What is the physical setting?

Reflect

1. What's happening in the image?
2. If someone made this today, what would be different?

Question

1. What do you wonder about...Who? When? Where? Why?
 - 5 minutes

TPS staff will record responses in the front of the room.

- 2 minutes

With your group complete the following tasks:

Task 1

Write a caption for the image.

- 2 minutes

Task 2

Discuss and identify a question appropriate for further investigation regarding the previous image.

- 2 minutes

Five groups will volunteer to share their image caption. Another five groups will volunteer to share their further investigation question.

- 5 minutes

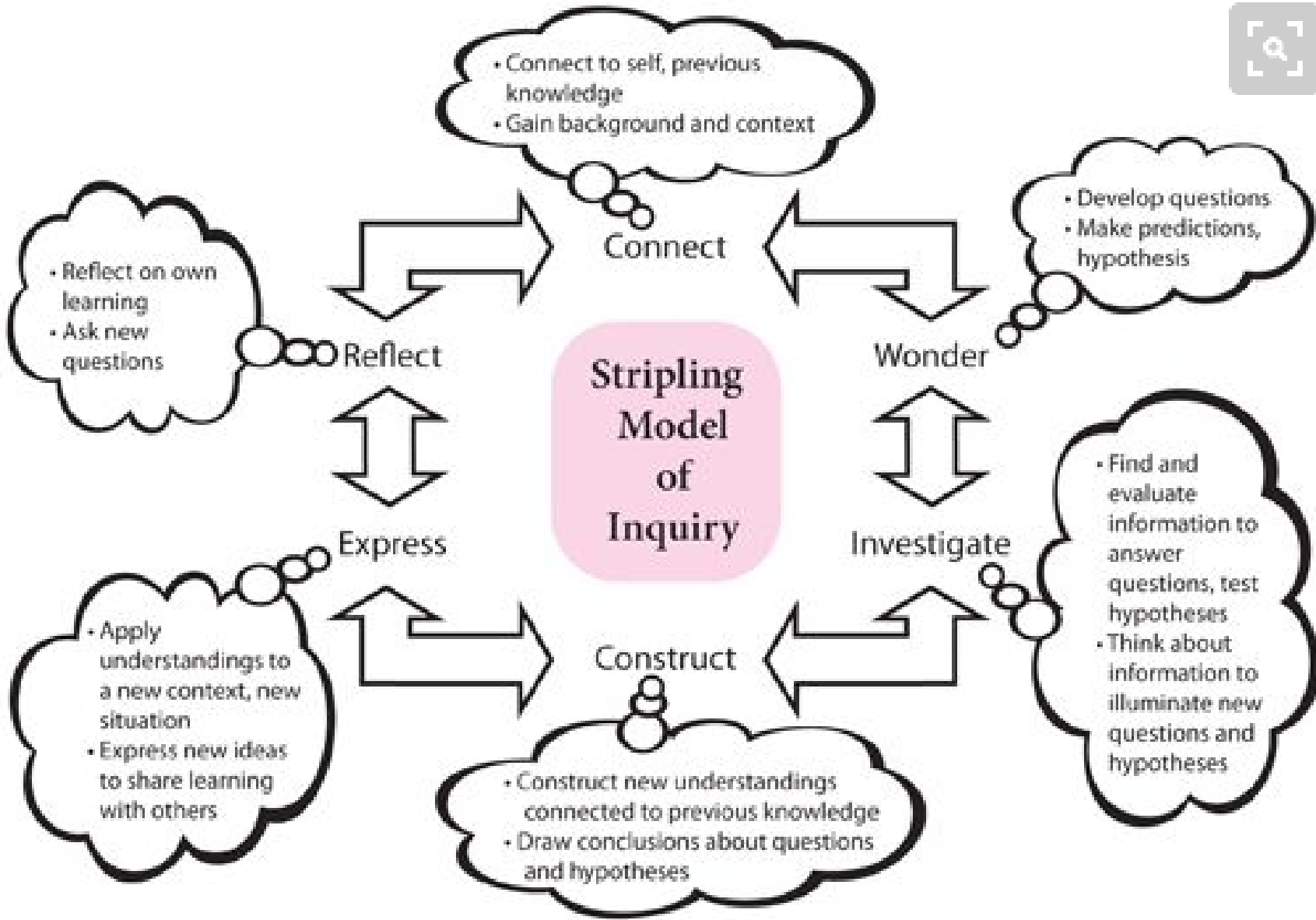
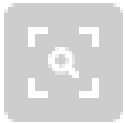
Inquiring Minds Want to Know

“Inquiry is a process of learning that is driven by questioning, thoughtful investigating, making sense of information, and developing new understandings.”

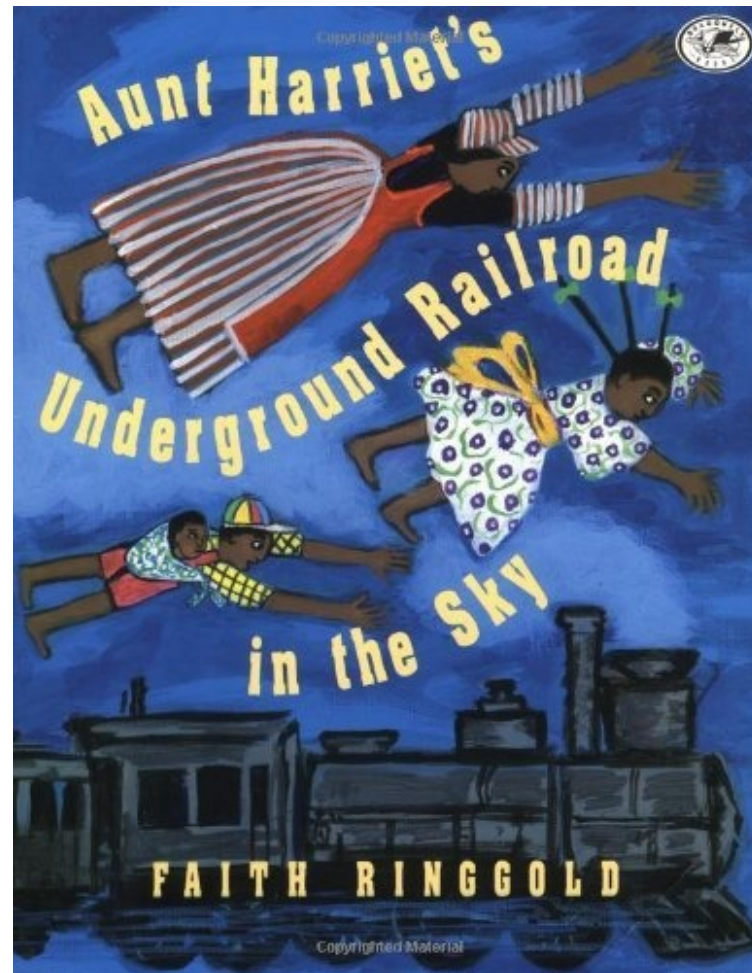
-Barbara Stripling, 2008



Credit: Freeimages.com



Books as Hooks: Connecting literature to primary sources





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62744
APR 21 1867
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THE
JUL 21 1867
ART GALLERY

Chas. T. Wilkin

The Underground Railroad

Go down, Moses

(Let my people go!)

Exodus VIII

Negro Spiritual
Arranged by
H. T. BURLEIGH

Voice *Lento*

Piano

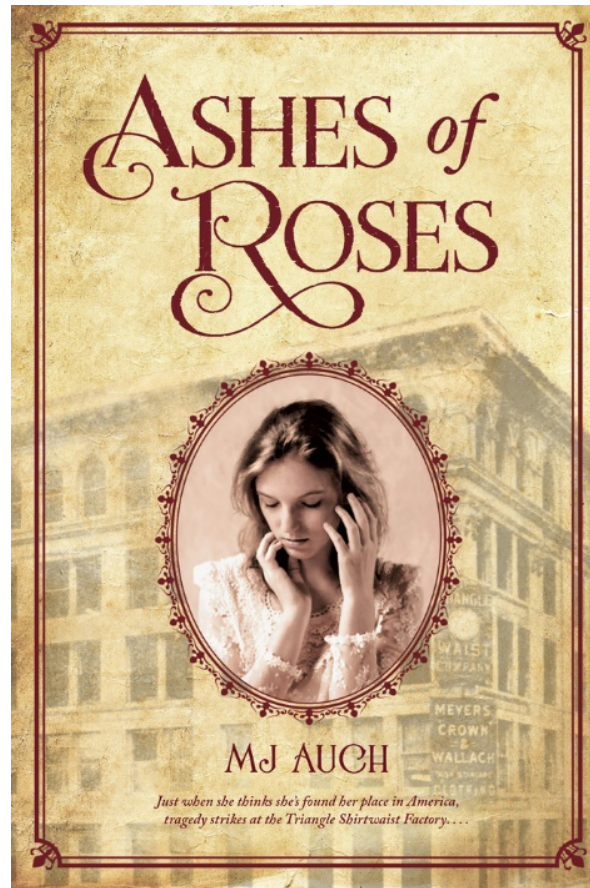
Is - rael was in E - gypt's lan' Let my peo-ple go. Op -

pressed so hard they could not stand, Let my peo-ple go.





Books as Hooks: Connecting literature to primary sources



5202-15

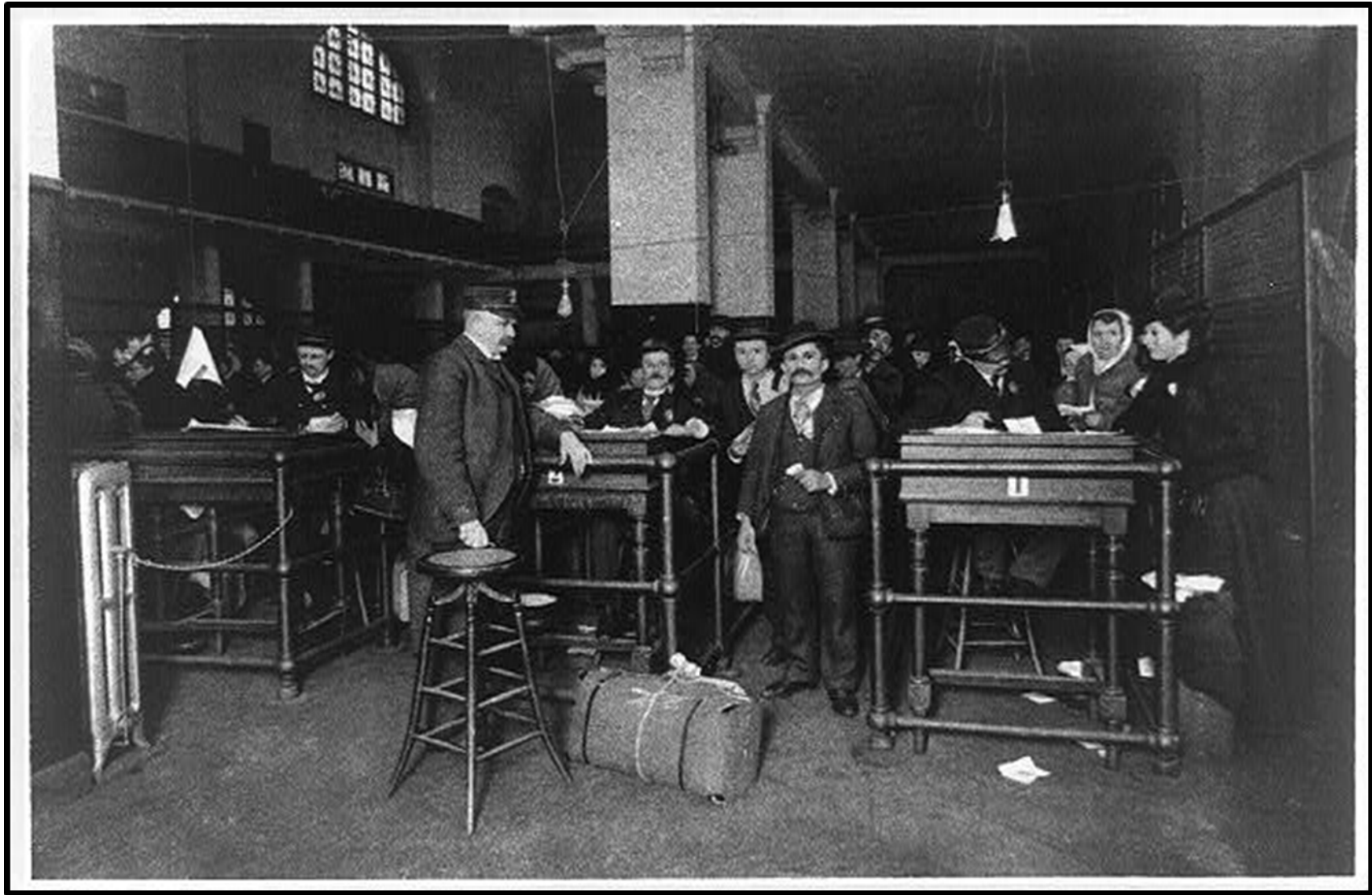
EXAMINATION, ELLIS ISLAND



DUTCH FAMILY, ELLIS ISLAND

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AUTUMN & WINTER-1908



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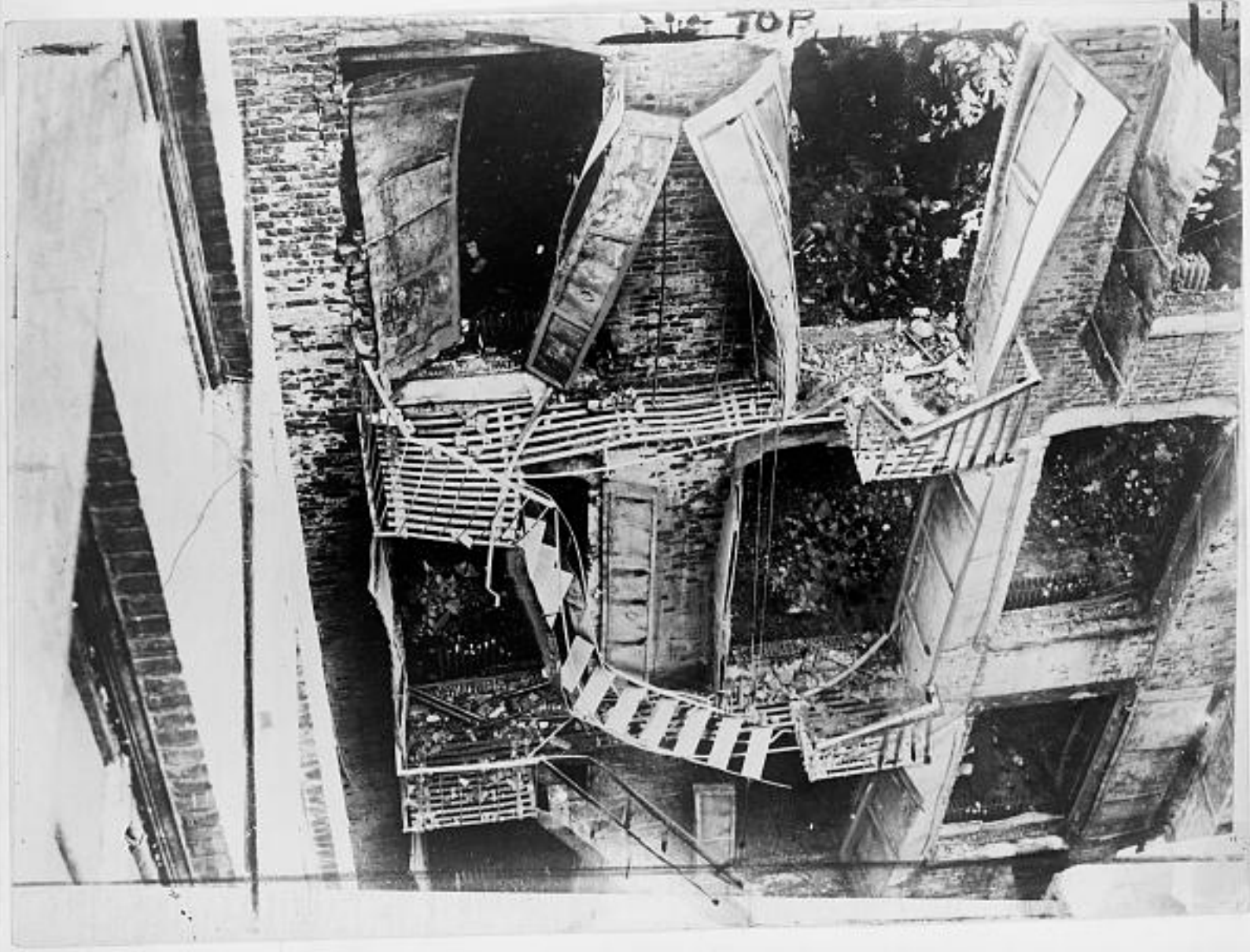
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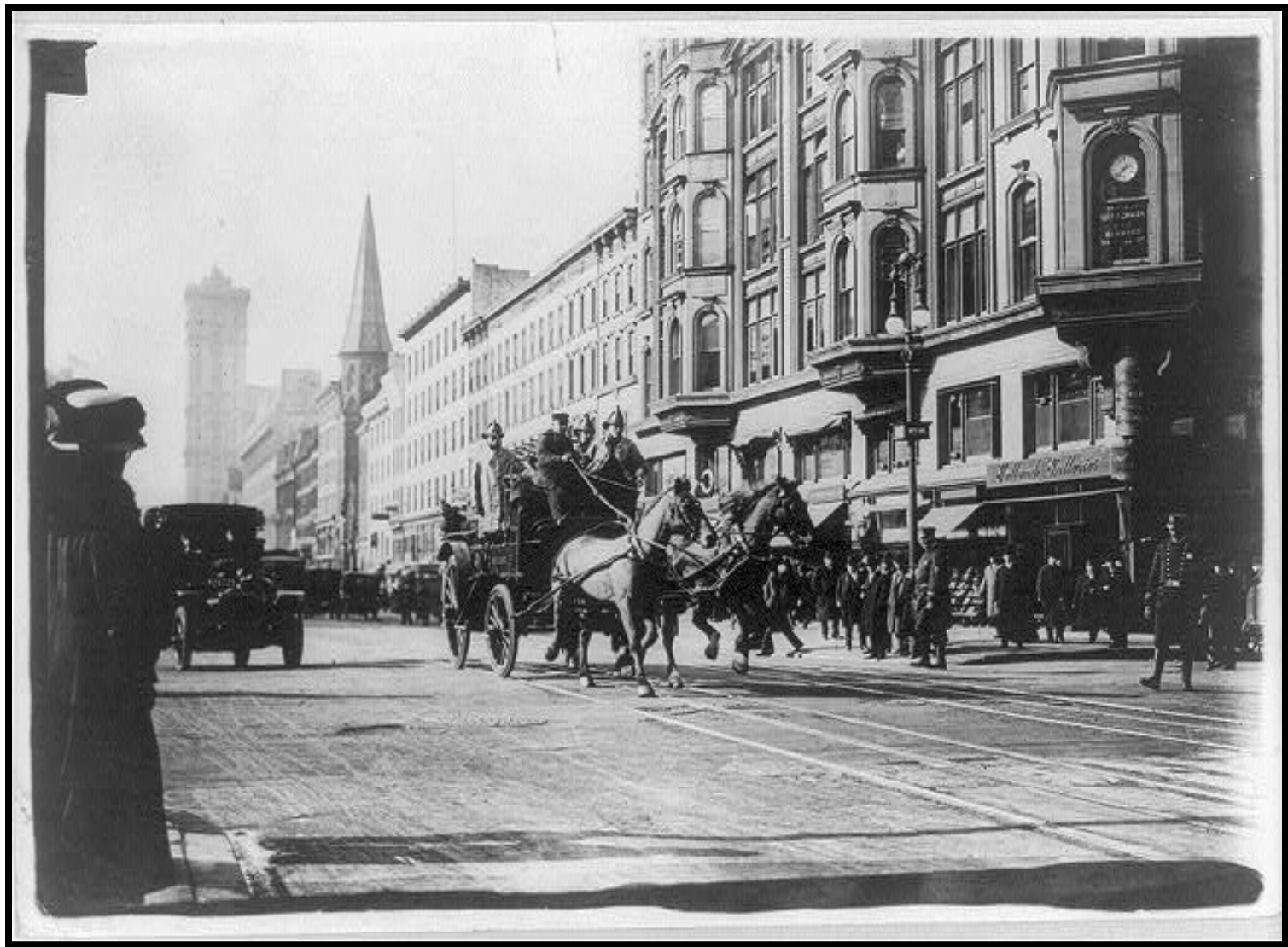
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CROWDS AT SENCE OF WASHINGTON ST. FIRE N.Y. 3/26/11.

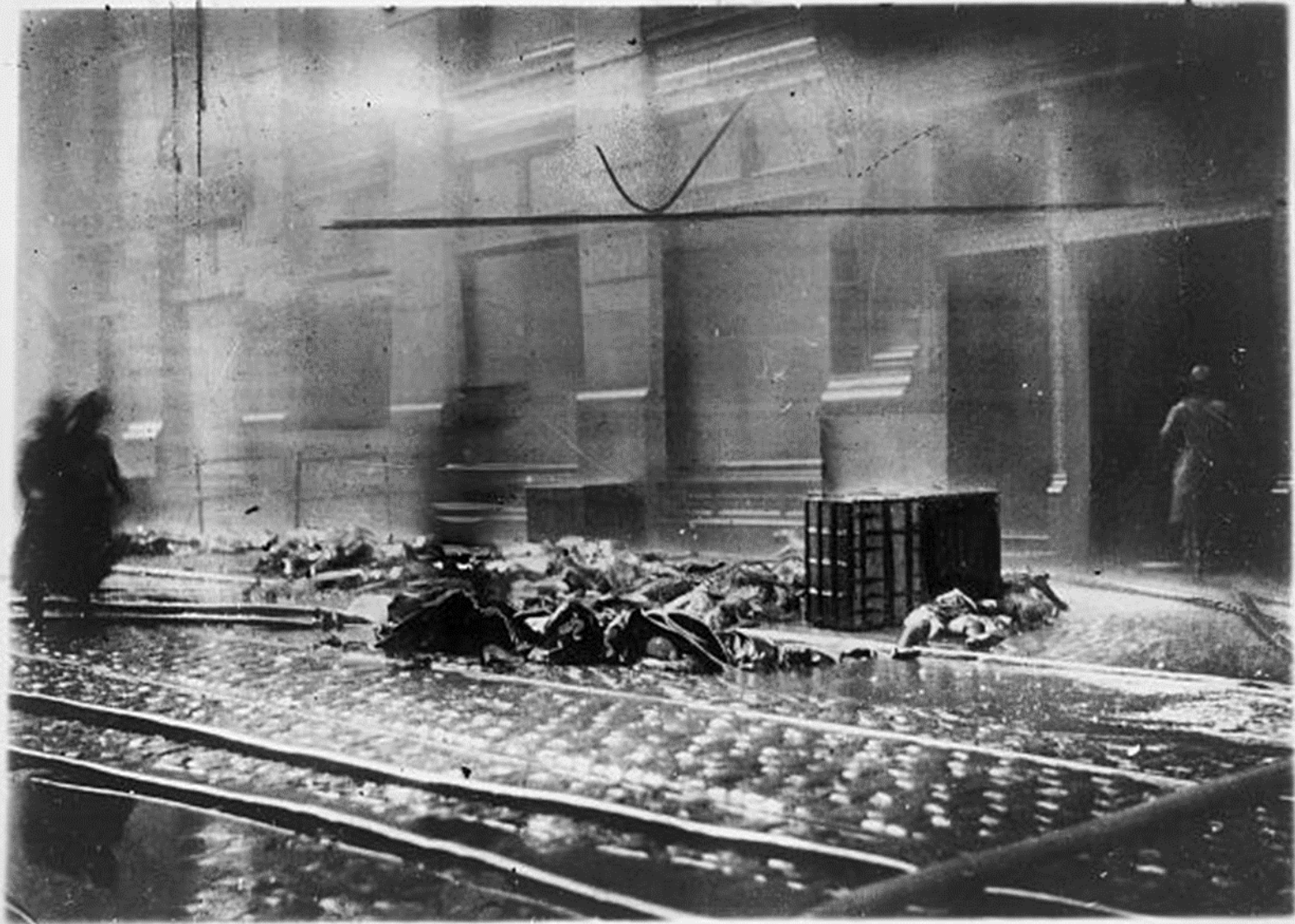






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Similar content is being discussed when analyzing these sources, with your group discuss the following questions:

1.) What are some benefits of offering multiple sources for students to analyze?

(list at least 3)

- 90 seconds

2.) What are some potential disadvantages of offering multiple sources?

(list at least 3)

- 90 seconds

TPS staff will record your responses in the front of the room.

- 2 minutes

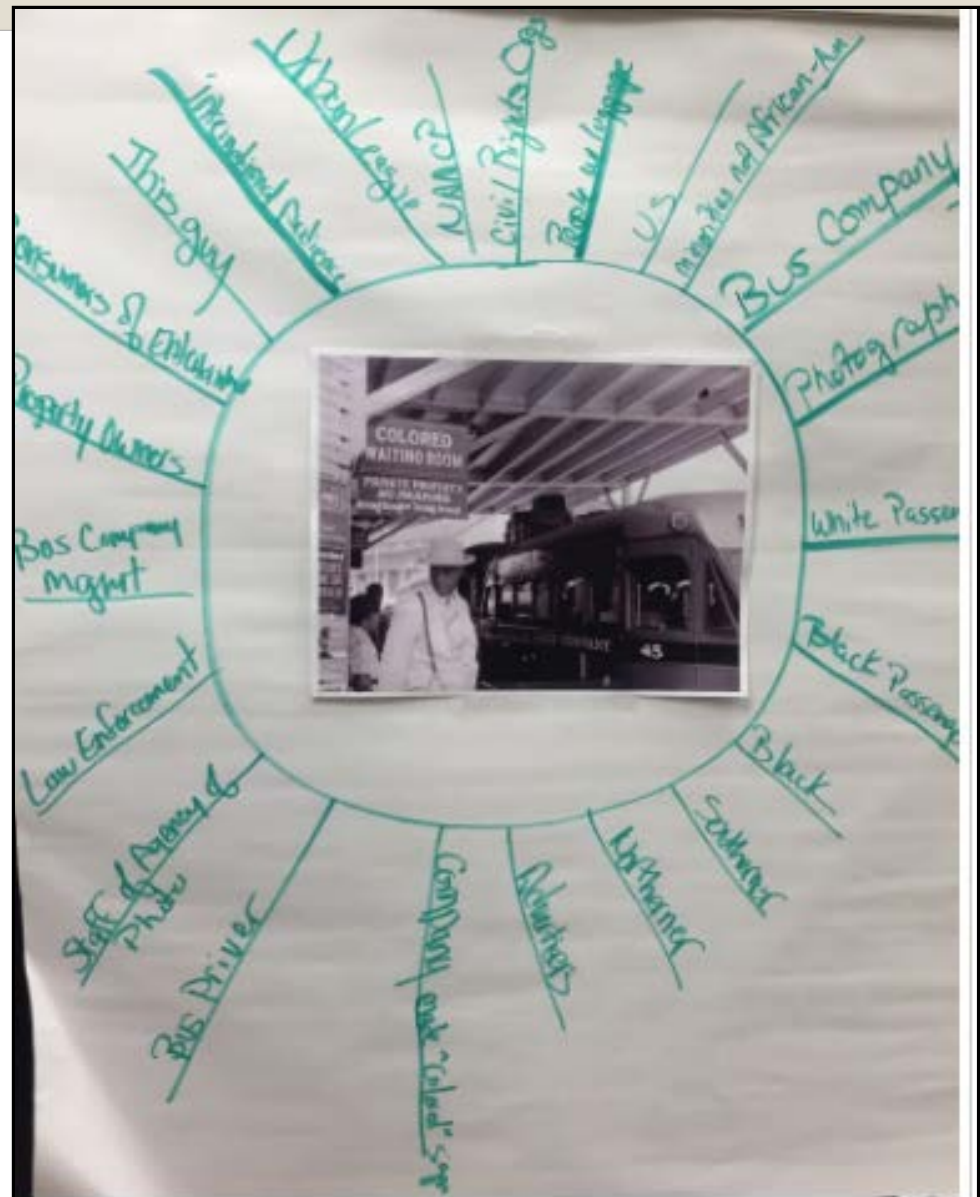
Circle of Viewpoints

Circle of Viewpoints helps students to identify and consider different and diverse perspectives. While engaged in this thinking routine, students gain a greater awareness of how others are feeling and thinking. It also reinforces that people will think differently about a topic. This routine gives a structure to assist in exploring these viewpoints to gain a broader, more complete understanding of the topic, event, or issue being discussed.

Credit: Harvard Project Zero

Credit: *Making Thinking Possible: How to Promote Engagement, Understanding, and Independence for All Learners* By: Ron Ritchhart, Mark Church

Circle of Viewpoints



An example of the Circle of Viewpoints Visible Thinking strategy applied to the photograph "At the bus station in Durham, North Carolina"

Choose 1 primary source to perform the Circle of Viewpoints strategy. Complete the following tasks.

Task 1

Brainstorm a list of different perspectives for your chosen primary source. Use the listed prompts to guide your dialogue.

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

- 5 minutes

TPS staff will record responses in the front of the room.

- 2 minutes

Task 2

Use this script skeleton to explore up to two perspectives:

1. I AM THINKING OF ...the topic ... FROM THE POINT OF VIEW OF...the viewpoint you've chosen
 - take 2. I THINK...describe the topic from your viewpoint. Be an actor--
on the character of your viewpoint
 - question 3. A QUESTION I HAVE FROM THIS VIEWPOINT IS...ask a
from this viewpoint
- 10 minutes

Task 3

WRAP UP: What new ideas do you have about the topic that you didn't have before? What new questions do you have?

- 5 minutes

All sources used today can be found on the
Library of Congress' website

www.loc.gov



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Library Accepting Applications for 2014 Literacy Awards

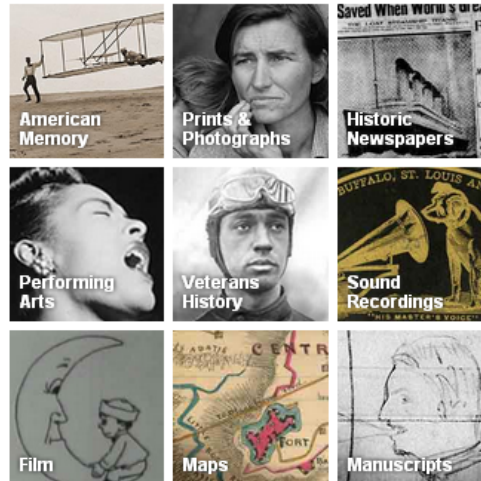
Library Launches "Songs of America" Presentation

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How Poetry Makes Us Human

Dorothea Lasky on "the beast"
[Transcript](#) | [Download](#)

Sara Paretsky & "Critical Mass"

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U.S. Legislative Information

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Resources & Programs

- American Folklife Center
- Center for the Book
- Concerts
- Copyright Royalty Board
- Digital Preservation
- FEDLINK
- John W. Kluge Center
- NLS: Services to the Blind & Physically Handicapped
- Poetry & Literature Center
- Veterans History Project
- World Digital Library

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Education

[Library of Congress](#) > Education Resources

Education Resources from the Library of Congress

The Library of Congress offers classroom materials and professional development to help teachers use primary sources from the Library's vast digital collections.

For Students & Lifelong Learners



[Read.gov](#)

Resources and opportunities to celebrate the wonder of reading



[Poetry 180](#)

A poem a day for American high schools



[America's Library](#)

American history for elementary and middle school students



[Science: Everyday Mysteries](#)

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For Teachers



[Teacher Resources](#)

Free resources to help teachers effectively use primary sources from the Library's vast digital collections in their teaching



[Lesson Plans](#)

Teacher-created lesson plans using Library of Congress primary sources



[Primary Source Sets](#)

Sets of primary sources on frequently taught topics



[Professional Development](#)

Primary source-based, ready-to-use resources for teachers and facilitators

Teacher's Page

Teacher Resources | Library x For Kids and Families (Library) x

www.loc.gov/teachers/

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Teachers

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Search Our Classroom Materials by Standards Common Core State Content Organizations

Classroom Materials

 <p>Understanding the Cosmos: Changing Models of the Solar System and the Universe Primary Source Sets</p>	 <p>Civil War Soldiers' Portraits: The Liljenquist Family Collection Primary Source Sets</p>	 <p>Taking the Mystery Out Of Copyright Presentations and Activities</p>	 <p>Baseball, Race Relations and Jackie Robinson Lesson Plan</p>
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TEACHING WITH THE LIBRARY OF CONGRESS BLOG

[Don't Be Fooled by Primary Sources](#)
April 1, 2014 by [Danna Bell](#)

April 1 is an appropriate day for remembering that, even though primary sources are a powerful teaching tool, they can also fool you.

[Go to the blog >](#)

Subscribe to the blog via [e-mail](#) or [RSS](#).

Using Primary Sources

Discover quick and easy ways to begin [using primary sources](#) in your classroom, with teachers' guides, information on citing sources and copyright, and the Library's [primary source analysis tool](#).

Professional Development

The Library of Congress provides primary source-based, ready-to-use resources for teachers and facilitators:

- > [Self-Paced Online Modules](#)
- > [Guides for Facilitators: "Build and Deliver"](#)

Or consider training with Library of Congress staff:

- > [Workshops at the Library](#)
- > [Summer Teacher Institutes](#)

[About Professional Development >](#)

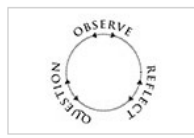
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Teacher's Guides and Analysis Tool

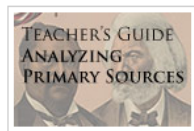
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Analysis Tool for Students

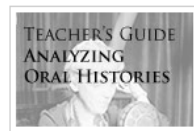


[Primary Source Analysis Tool](#)
[PDF version](#) (56 KB)

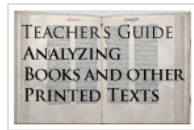
Teacher's Guides



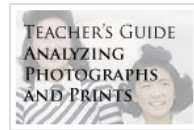
[Analyzing Primary Sources](#) (PDF, 56 KB)



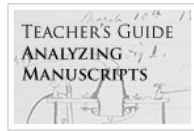
[Analyzing Oral Histories](#) (PDF, 73 KB)



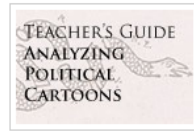
[Analyzing Books and Other Printed Texts](#) (PDF, 61 KB)



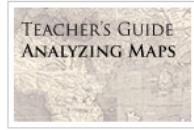
[Analyzing Photographs and Prints](#) (PDF, 55 KB)



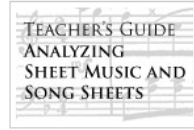
[Analyzing Manuscripts](#) (PDF, 71 KB)



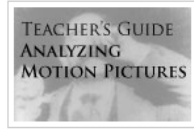
[Analyzing Political Cartoons](#) (PDF, 83 KB)



[Analyzing Maps](#) (PDF, 55 KB)



[Analyzing Sheet Music and Song Sheets](#) (PDF, 55 KB)



[Analyzing Motion Pictures](#) (PDF, 55 KB)



[Analyzing Sound Recordings](#) (PDF, 55 KB)

Teacher's Guides and Analysis Tools

TEACHER'S GUIDE

ANALYZING PRIMARY SOURCES



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

Ask students to identify and note details.

Sample Questions:

- What do you notice first? • Find something small but interesting.
- What do you notice that you didn't expect? • What do you notice that you can't explain?
- What do you notice that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

- Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is so important? • If somebody made this today, what would be different? • What can you learn from examining this?

QUESTION

Invite students to ask questions that 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 compare two related primary source items.

Intermediate

Have students expand or alter textbook explanations of history based on primary sources they study.

Advanced

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to

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



TPS



Teachers Network

<http://tpsteachersnetwork.org/>

Your students after a lesson with primary sources...





LIBRARY OF CONGRESS **TEACHING** with PRIMARY SOURCES

<http://www.pangea.selu.edu/tps/>

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