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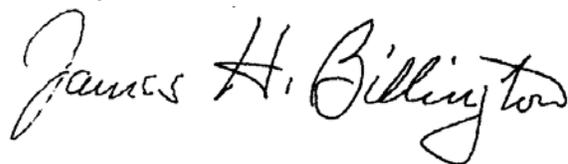
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library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

## LEAVING EVIDENCE OF OUR LIVES

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GOAL	Understanding Primary Sources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Define primary and secondary sources</li> <li>• Recognize that primary sources are created daily and provide insight into personal lives</li> </ul>	45 minutes
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <input type="checkbox"/> How to Use Primary Sources	<b>Standards</b> ..... AASL 2.1.1 AASL 2.1.3 AASL 2.3.1
PREPARATION	Print one copy of the following for each participant: <ul style="list-style-type: none"> <li>• <i>How to Use Primary Sources</i></li> </ul> Read and understand the following Library of Congress resource before the activity: <ul style="list-style-type: none"> <li>• <i>How to Use Primary Sources</i></li> </ul> Have ready flip chart and markers	
PROCEDURE	<ol style="list-style-type: none"> <li>1. Ask participants to think about all the activities they were involved in during the past 24 hours.</li> <li>2. Working in groups of four or five, have them list as many of these activities as they can remember on chart paper.</li> <li>3. For each activity on their list, have them write down what evidence, if any, these activities might have left behind. Examples might include receipts, notes, text messages, security surveillance data, signed credit card documents, voice messages, etc.</li> <li>4. Engage participants in a discussion about what constitutes a primary source. Discuss the evidence they have generated as examples of primary sources.</li> <li>5. Have participants review their list and what they wrote about the evidence their activities left behind. Lead a group discussion based on these questions:                         <ul style="list-style-type: none"> <li>• Which of your daily activities were most likely to leave trace evidence behind?</li> </ul> </li> </ol>	

## LEAVING EVIDENCE OF OUR LIVES

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- What, if any, of that evidence might be preserved for the future? Why?
  - What would a person from the future be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
6. Lead a full group discussion about a more public event currently happening (a court case, election, public controversy, law being debated), and as a group, have participants answer these probing questions:
    - What kinds of evidence might this event leave behind? Primary sources? Secondary sources?
    - Who records information about this event? How might their perspective impact their recording? Give a possible example.
    - For what purposes are different records of this event made?
  7. Based on what the participants have learned from this activity, have groups record their own criteria for primary and secondary sources.
  8. Distribute *How to Use Primary Sources*, and request that a few groups report on how their own criteria compared to the definitions offered under the “quick start” section of the handout.

**ASSESSMENT** Discuss importance of primary sources in daily life and have a few participants share how they might use this activity in their classrooms.

Teaching with Primary Sources • Professional Development

## LEAVING EVIDENCE OF OUR LIVES

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



### **How to Use Primary Sources**

A quick start guide to using primary sources in the classroom

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

*(2 pages)*



## How to Use Primary Sources



### A Quick Start Guide

**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**, accounts or interpretations of events created by someone without firsthand experience.

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.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.



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



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## How to Use Primary Sources



### 1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source. • *Who created this primary source?* • *When was it created?* • *Where does your eye go first?*

Help students see key details. • *What do you see that you didn't expect?* • *What powerful words and ideas are expressed?*

Encourage students to think about their personal response to the source. • *What feelings and thoughts does the primary source trigger in you?* • *What questions does it raise?*

### 2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context. • *What was happening during this time period?* • *What was the creator's purpose in making this primary source?* • *What does the creator do to get his or her point across?* • *What was this primary source's audience?* • *What biases or stereotypes do you see?*

Ask if this source agrees with other primary sources, or with what the students already know. • Ask students to test their assumptions about the past. • Ask students to find other primary or secondary sources that offer support or contradiction.

### 3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned. • Ask for reasons and specific evidence to support their conclusions. • Help students identify questions for further investigation, and develop strategies for how they might answer them.

**Analysis tools and thematic primary source sets from the Library offer entry points to many topics.**



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