

## Teaching with Primary Sources Leadership Institute

Hosted by

[TPS Eastern Region](#)

Coordinated by Waynesburg University

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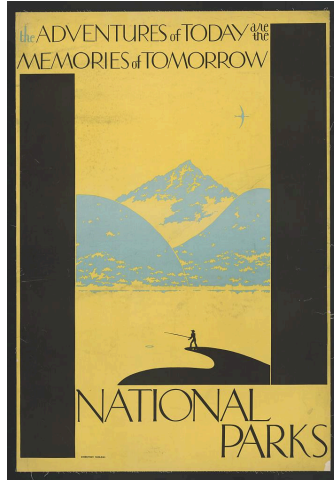
The TPS Leadership Institute (formerly TPS PDPI), has been recently updated to meet the needs of a broader range of formal and informal educators and learners. The Leadership Institute prepares individuals to plan and deliver high-quality educational activities that focus on primary source materials from loc.gov to build critical and analytical thinking skills and understanding of specific content.

TPS Leadership Institute participants prepare for each week's one-hour live online session by previewing and pre-reading provided resources. One to two hours of preparation is required in advance of weekly inquiry activities and discussions.

Essential questions to be addressed throughout the course are:

1. What is the Library of Congress? What are primary sources?
2. How do Library of Congress resources relate to my community of learners?
3. How can I find primary sources at the Library of Congress and in the TPS Teachers Network?
4. How do Consortium Partner programs connect to the interests and needs of the local audience?  
How are Library of Congress resources disseminated nationally through the TPS Consortium Program?
5. How can we engage learners with primary sources?
6. How can Library of Congress primary sources be used to meet the needs of specific learners?

Participants earn up to 25 CEU hours for course completion.



Waugh, Dorothy. "The Adventures of Today are the Memories of Tomorrow." 193?. <https://www.loc.gov/item/2001696163/>

## Week 1

### Introducing the Library of Congress and Primary Sources

#### Goal

Participants understand the value and role of both primary and secondary resources in learning.

#### Essential Questions

What is the Library of Congress? What are primary sources?

#### Independent Learning Activities (complete prior to Week 1 Zoom session)

- Test Zoom
  - [Download Zoom](#)
  - If you have not joined Zoom before, test joining a session here: <https://zoom.us/test>.
  - If you have technical difficulties, call Zoom tech support at (888) 799-9666 ext. 2.
- Watch [Library of Congress Orientation Video](#) by Library of Congress.
- Read "[What Makes a Primary Source a Primary Source?](#)" by Cheryl Lederle, October 4, 2011. Teaching with the Library of Congress blog.
- Watch "[Teaching with Primary Sources](#)" by Library of Congress, 2015.
- Watch "[Navigating Canvas](#)."

#### TPS Teachers Network Activity

- [Join the TPS Teachers Network](#) if you are not already a member. The page will not open for registered users. (Already registered members [click here](#) to enter.)
- See the [TPS Teachers Network Album instructions](#) for Week 1 steps.

#### Live Session

- Introductions with Connecting with Primary Sources activity
- Course Overview

- Introduction to the TPS Teachers Network
- Inquiry Activity: Primary vs Secondary Source Sort
- Reflection: Based on what you have learned about the Library of Congress resources this week, what does the Library offer your learners?



Palmer, Alfred T., photographer. "Operating a hand drill at Vultee-Nashville, woman is working on a *Vengeance* dive bomber, Tennessee. Nashville, 1943. <https://www.loc.gov/item/2017878540>

## Week 2

### Exploring the Library of Congress Instructional Resources

#### Goal

Participants understand the value of learning with primary sources for their specific learning, community, or work settings.

#### Essential Question

How do Library of Congress resources relate to my community of learners?

#### Independent Learning Activities

- Read "[The Question Game: Creating Questions about Primary Sources](#)" by Stacie Moats, January 6, 2022. Teaching with the Library of Congress blog.
- Read "[Information Literacy and Historical Primary Sources: Addressing Difficult Topics](#)" by Cheryl Lederle, February 4, 2021. Teaching with the Library of Congress blog.
- Read "[Core Strategies for Working with Primary Sources: The Basics](#)" by Cheryl Lederle, October 31, 2019. Teaching with the Library of Congress blog.
- Read "[The Library's Website for Teachers: A New Look for a Trusted Resource](#)" by Stephen Wesson, August 31, 2020. Teaching with the Library of Congress blog.

#### Discussion Forum

Each of the following [Library of Congress Education](#) websites provides valuable resources that are easy to implement in any educational setting. Select one of the following to investigate deeper this week.

- [Science: Everyday Mysteries](#)
- [Teaching with the Library of Congress blog](#)
- [Primary Source Sets](#)
- [Resources for Family Engagement](#)

In this week's discussion forum, respond to these questions:

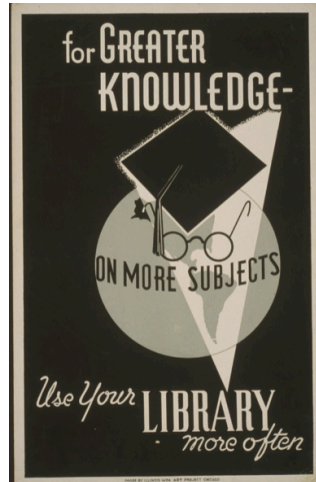
- Which feature of the Library of Congress Education Page did you investigate?
- How would this feature be useful to you and your learners? Why?
- How do you envision incorporating these resources into your program(s)?

### **TPS Teachers Network Activity**

- See the [TPS Teachers Network Album instructions](#) for Week 2 steps.

### **Live Session**

- Discussion forum debrief – Education resources and your learners
- Review professional development resources from the Library of Congress
- Inquiry Activity: Computer IDM
- Discussion of TPS Teachers Network Album Activity and Q&A about development
- Reflection: What features of the Library of Congress are you looking forward to sharing?



Federal Art Project. "For Greater Knowledge on More Subjects Use Your Library More Often. Chicago, between 1936 and 1941.  
<https://www.loc.gov/item/98508155>

### Week 3

#### Searching for Library of Congress Primary Sources

##### Goals

Participants know how to search loc.gov to find primary sources and other materials of interest.  
Participants can select Library of Congress primary sources that support their goals.

##### Essential Question

How can I find primary sources at the Library of Congress and in the TPS Teachers Network?

##### Independent Learning Activities

- Watch [Andragogy: Adult Learning Theory](#) by Janet Finlay, PC3, 2010.
- Watch [Tips for Searching the Library of Congress website](#)
- Watch [Searching the Library of Congress via Google](#)
- Watch [Searching the TPS Teachers Network](#)
- Read two of the resources listed below:
  - ["Connecting the Dots with Baseball and Library Online Resources"](#) by Giselle M. Avilés, January 12, 2022. Teaching with the Library of Congress blog.
  - ["Finding Local History Connections at the Library of Congress"](#) by Stacie Moats, September 28, 2021. Teaching with the Library of Congress blog.
  - ["Using Item Records to Explore Interesting Research Rabbit Holes"](#) by Jen Reidel, April 16, 2020. Teaching with the Library of Congress blog.

##### Discussion Forum

Select a keyword related to your TPS Teachers Network Album and conduct searches using the following search methods to explore the functionality of each.

### [Library of Congress Global Search](#)

Use the format selection menu to select a type of primary source (e.g. map, photograph, etc.). Once your results list appears, use the filters in the left menu to narrow your search by date, location, collection, exhibit, or access availability.

### [Advanced Google Search](#)

Type your search term followed by site:loc.gov to limit your Google search to the Library of Congress website. (Note: There is no space after the site:.) Reminder: Searching Google without limiting to loc.gov results in items from across the Internet.

### [TPS Teachers Network](#)

Use the TPS Teachers Network to search for pre-existing albums, files, and discussion posts related to your topic. Note: You may or may not find any results depending on your topic.

In this week's discussion forum, respond to the following questions:

- Describe your search strategies and results. Which search strategy brought you the greatest success in locating sources? Explain.
- How will you share Library of Congress search strategies with your community of learners?

### **TPS Teachers Network Activity**

- See the [TPS Teachers Network Album instructions](#) for Week 3 steps.

### **Live Session**

- Discussion and demonstration of advanced search strategies
- Inquiry Activity: Langston Hughes "Ballad of Booker T"
- Reflection: How will you teach your learners to successfully search for and find Library of Congress resources?



"Edison's greatest marvel – The Vitascope, ca. 1896. New York: Metropolitan Print Company. <https://www.loc.gov/item/2003689462>

## Week 4

### Exploring the TPS Consortium

#### Goals

- Participants know how to find and correctly use copyright information presented on loc.gov.
- Participants know how to find and apply citations to the materials they use in the products they create, as an information literacy strategy.
- Participants recognize the national impact of the TPS Program made by TPS Consortium Partners.

#### Essential Questions

How do Consortium Partner programs connect to the interests and needs of the local audience? How are Library of Congress resources disseminated nationally through the TPS Consortium Program?

#### Independent Learning Activities

- Read "[Six Copyright Concepts Your K-12 Students Should Know](#)" by Nicole Lamberson, November 19, 2020. Copyright: Creativity at Work blog.
- Watch "[Fair Use](#)" from the U.S. Copyright Office, Library of Congress.
- Read or view 2 of the resources listed below:
  - "[What's New in the TPS Consortium and Teachers Network: Getting to Know the TPS Consortium](#)" from Library of Congress, August 4, 2020.
  - "[Teaching with Primary Sources Partner Program](#)" from Library of Congress
  - "[TPS Consortium](#)" from Library of Congress

#### Discussion Forum

Click [here](#) to read the descriptions of the new resources developed by Library of Congress partners and grantees and pick one to explore in depth and share with your classmates.

In this week's discussion forum, tell us about the Consortium resource or app you explored.

- Which resource did you explore?
- What types of materials does this resource offer for your learners?
- What are two benefits of the resource you explored?



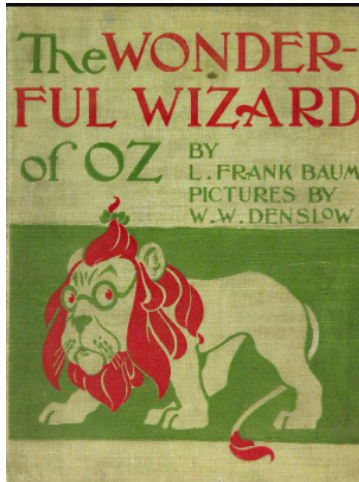
- What should your classmates know about the resource you explored?

### **TPS Teachers Network Activity**

- See the [TPS Teachers Network Album instructions](#) for Week 4 steps.

### **Live Session**

- Discussion forum debrief – TPS Consortium resources and your learners
- Copyright and fair use Q&A
- Inquiry Activity: Primary Source Zoom In
- Reflection: How do Consortium Partner programs connect to the interests and needs of your learners?



Baum, L. Frank, 1856-1919. "The Wonderful Wizard of Oz." New York: G.M. Hill Co., 1900, c1899. <https://www.loc.gov/item/03032405/>

## Week 5

### Supporting Inquiry Learning with Primary Sources

#### Goals

Participants gain experience using the Library of Congress primary source analysis tool and teacher's guides.

Participants have experience analyzing various formats, for example text, photographs, maps, audio, video, images, cartoons, newspaper articles, etc.

Participants analyze primary sources representing different opinions and perspectives on the same topic.

#### Essential Question

How can we engage learners with primary sources?

#### Independent Learning Activities

Read or watch 3 of the resources listed below:

- "[Analyzing a Primary Source](#)" from Library of Congress, March 2015.
- "[Engaging Students with the Library of Congress](#)" from Library of Congress, April 2014.
- "[Using Claim, Evidence, and Reasoning \(CER\) with Primary Source Analysis](#)" by Lesley Anderson, May 17, 2022. Teaching with the Library of Congress blog.
- "[Selecting Primary Sources for the Classroom: Supporting Student Research Skills](#)" by Cheryl Lederle, March 17, 2016. Teaching with the Library of Congress blog.
- "[Selecting and Using Primary Sources with Difficult Topics: Civil Rights and Current Events](#)" by Danna Bell and Anne Savage, April 5, 2016. Teaching with the Library of Congress blog.

#### Discussion Forum

The Library of Congress has [created 6 downloadable, ready-to-present professional development activities](#). These are also great resources to use in other learning environments with students. Select one of the activities to explore and discuss this week.

In this week's discussion forum, respond to the following questions.

- What activity did you explore?
- What resources or activities are included in the activity you explored?
- How could you use this activity with your learners?
- Would you use this activity as-is or would you modify it for your learners?

#### **TPS Teachers Network Activity**

- See the [TPS Teachers Network Album instructions](#) for Week 5 steps.

#### **Live Session**

- Analyzing and using primary sources with all learners
- Peer review: Breakout rooms with partners to discuss TPS Teachers Network albums
- Inquiry Activity: Multiple perspectives through baseball primary sources
- Reflection: How can/will you model effective uses of primary sources with your learners?



Dale, Benjamin M. "Official Program – Woman Suffrage Procession, Washington, D.C., March 3." Washington, D.C., 1913.  
<https://www.loc.gov/item/94507639>

## Week 6

### Adapting and Applying TPS to Meet Learner Needs

#### Goal

Participants develop the ability to use primary sources to promote historical thinking and literacy skills for all learners.

#### Essential Question

How can Library of Congress primary sources be used to meet the needs of specific learners?

#### Independent Learning Activities

Read two of the following resources listed below:

- ["10 Tips for Delivering Awesome Professional Development"](#) by Elena Aguilar, September 18, 2014. Edutopia.
- ["History in Our Backyards: Monuments and Memorials"](#) by Bryn Walker, July 30, 2021. Minerva's Kaleidoscope blog.
- ["Core Strategies for Working with Primary Sources: Primary Source Analysis"](#) by Cheryl Lederle, April 2, 2020. Teaching with the Library of Congress blog.

#### Discussion Forum

In this week's discussion forum, respond to the following question.

- How can you/your organization use Library of Congress resources to support your community of learners?

#### TPS Teachers Network Activity

- See the [TPS Teachers Network Album instructions](#) for Week 6 steps.

#### Live Session

- Participant sharing of final TPS Teachers Network Albums.
- Reflection: What is your biggest take-away from this course?