

TPS Leadership Institute Facilitator Resources Chart

Fall 2022 • Waynesburg University • Barbara Kirby, TPS ER Director

Session Title and TPS Learning Goals	Key Library of Congress (LOC/TPS) Resources for pre-session reading or viewing	Discussion Board Prompts for pre-session reflections	TPS Teachers Network Album Assignment (Manual with Detailed Directions)	Classroom Strategies and Routines used in live Zoom Sessions	TPS-ER Created Resources used in live Zoom Sessions
Session I: Introducing the Library of Congress and Primary Sources Goal: Participants understand the value and role of both primary and secondary resources in their learning (1)	<ul style="list-style-type: none"> • Library of Congress Orientation Video by Library of Congress, 2008 • What Makes a Primary Source a Primary Source? LOC/TPS Blog 2011 • Teaching with Primary Sources Video 2015 • TPS Teachers Network Overview Video 2019 	No Discussion Board Prompts for Week I	<ul style="list-style-type: none"> • Join the TPS Teachers Network if you are not already a member. • Create a profile (or update existing one) and select your notification preferences • Browse the Manual for Network Albums posted on the Network in a SPARK visual storytelling format. 	Inquiry Activity: Connecting with Primary Sources LOC/TPS PD Activity Connecting with Primary Sources Inquiry Activity: Primary vs Secondary Source Sort LOC/TPS PD Activity	Connecting with Primary Sources Padlet for online inquiry (You can make your own copy.) Primary vs. Secondary Source Sort Padlet for online inquiry (You can make your own copy.)
Session II: 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 (2)	<ul style="list-style-type: none"> • The Question Game: Creating Questions about Primary Sources LOC/TPS Blog, 2022 • Information Literacy and Historical Primary Sources: Addressing Difficult Topics LOC/TPS Blog, 2021 • Core Strategies for Working with Primary Sources: The Basics LOC/TPS Blog, 2019 • The Library's Website for Teachers: A New Look for a Trusted Resource LOC/TPS Blog, 2020. 	Select one of the Library of Congress Education resource web pages to investigate deeper this week. In this week's discussion forum, respond to these questions: <ul style="list-style-type: none"> • 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)? 	Create an Album in the TPS Leadership Institute Group on the TPS Teachers Network website . Add a Title (See " How Should I Title My Album? " in the TPS Teachers Network Help Center.) Add a Description: List 1-3 topics that you would like to research for your album and describe the learners with which you work.	C3Teachers Inquiry Design Model Website C3 Hub: Inquiry with Library of Congress Resources	Computer IDM Blueprint History of Computers Jamboard

<p>Session III: Searching for Library of Congress Primary Sources</p> <p>Goals:</p> <ul style="list-style-type: none"> • Participants know how to search loc.gov to find primary sources and other materials of interest (3) • Participants can select Library of Congress primary sources that support their goal (5) 	<ul style="list-style-type: none"> • Andragogy: Adult Learning Theory Video 2010 • Searching the Library of Congress Home Page Video 2021 • Searching the Library of Congress via Google Video 2021 • Searching the TPS Teachers Network Video 2022 • Finding Local History Connections at the Library of Congress Blog 2021 • Using Item Records to Explore Interesting Research Rabbit Holes Blog 2021 	<p>Select a keyword or phrase related to your TPS Teachers Network Album and conduct searches using the three search engines demonstrated in this week's videos. Library of Congress Global Search Advanced Google Search TPS Teachers Network Search</p> <p>In this week's discussion forum, respond to the following questions:</p> <ol style="list-style-type: none"> 1. Describe your search strategies and results. Which search strategy brought you the greatest success in locating sources? Explain. 2. How will you share Library of Congress search strategies with your community of learners? 	<p>Upload 3 or more primary or secondary sources to your album this week.</p> <p>Add tags to all of your sources this week using the Edit function inside Settings for each source. You may add grade level, subject, or a custom tag.</p> <p>Browse the albums posted by your classmates and add either a comment or a primary source to at least one album.</p>	<p>Inquiry Activity: Langston Hughes An Inquiry into the Creative Process LOC/TPS Starter Activity</p> <p>TPS Analysis Tool Teacher Guides</p>	<p>Langston Hughes, The Ballad of Booker T. Padlet for online inquiry using the TPS Analysis Tool (You can make your own copy.)</p>
<p>Session IV: Copyright and Primary Sources</p> <p>Goals:</p> <ul style="list-style-type: none"> • Participants know how to find and correctly use copyright information presented on loc.gov (6) • Participants know how to find and apply citations to the materials they use in the products they create, as an information literacy strategy (7) • Participants recognize the national impact of the TPS Program made by TPS Consortium Partners. 	<ul style="list-style-type: none"> • Six Copyright Concepts Your K-12 Students Should Know Blog 2020 • Copyright Quick Check Video 2020 <p>Read or view 2 of the resources listed below:</p> <ul style="list-style-type: none"> • TPS Spotlight: Regional Programs Primary Source Nexus blog 2019 • Teaching with Primary Sources Partner Program Library of Congress TPS Program • TPS Consortium Library of Congress TPS Program 	<p>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.</p> <p>In this week's discussion forum, tell us about the Consortium resource or app you explored.</p> <ul style="list-style-type: none"> • 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? 	<p>Continue to search for both primary and secondary sources from the Library of Congress to add to your album.</p> <p>Add additional sources to your album using the Add Media button.</p> <p>Continue to add tags to your sources as you upload them.</p>	<p>How To Create a Google Form Zoom-In Activity (TPS Barat Education Foundation)</p> <p>Focused IDM Blueprint (C3 Teachers)</p> <p>C3 IDM Blueprint At A Glance</p>	<p>Zoom In Inquiry (Google Form) Citizen Activism 1896-1918 (You can make your own copy.)</p> <p>C3 IDM: Citizen Efforts to Change Environmental Policy in the Late 1800s. (A more extensive unit that uses the same cartoon, The Woman Behind the Gun plus numerous related primary sources from LOC newspapers.)</p>

<p>Session V: Supporting Inquiry Learning with Primary Sources</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Participants gain experience using the Library of Congress primary source analysis tool and teacher’s guides (4) ● Participants have experience analyzing various formats, for example, text, photographs, maps, audio, video, images, cartoons, newspaper articles, etc.(8) ● Participants analyze primary sources representing different opinions and perspectives on the same topic (9) 	<ul style="list-style-type: none"> ● Analyzing a Primary Source Video 2015 ● Engaging Students with the Library of Congress Video 2014 ● Poetry Broadside: A Creative Way to Bring Poetry to the Public Blog 2022 ● Selecting Primary Sources for the Classroom: Supporting Student Research Skills Blog 2016 ● Selecting and Using Primary Sources with Difficult Topics: Civil Rights and Current Events Blog 2016 	<p>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.</p> <p>In this week’s discussion forum, respond to the following questions.</p> <ul style="list-style-type: none"> ● 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? 	<p>Add Teacher Notes to each of your Album Sources: Describe which inquiry strategy you will use to engage your learners with the inquiry process using that primary source.</p> <p>Prepare for a peer review: You will be assigned to review one of your classmates albums in a breakout room during class.</p>	<p>Inquiry Activity:</p> <p>Circle of Viewpoints, A Visible Thinking Routine.</p> <p>Selecting and Using Primary Sources with Difficult Topics Civil Rights and Current Events. (A Circle of Viewpoints Example from LOC/TPS)</p> <p>Analyzing Multiple Perspectives TPS Webinar Recording 2021</p> <p>Analyzing Multiple Perspectives TPS Webinar Powerpoint 2021</p>	
<p>Session VI: Adapting and Applying TPS to Meet Learner Needs</p> <p>Goal:</p> <p>Participants develop the ability to use primary sources to promote historical thinking, and literacy skills for all learners (10)</p>	<p>10 Tips for Delivering Awesome Professional Development Edutopia 2014</p> <p>History in Our Backyards: Monuments and Memorials Minerva’s Kaleidoscope Blog 2021</p> <p>Core Strategies for Working with Primary Sources: Primary Source Analysis TPS Blog 2020</p>	<p>How can you/your organization use Library of Congress resources to support your community of learners?</p>	<ul style="list-style-type: none"> ● Finalize your TPS Teachers Network Album. ● Make sure that you have enabled the Share Album feature if you want educators or students outside of the Network to access your album sources. ● Consider completing the Optional graphic improvement suggestion in the Album Manual if your album has more links than images. ● Participants will each have 5 min to share their Network Album with their peers and answer questions in the live class session for Week VI. 		