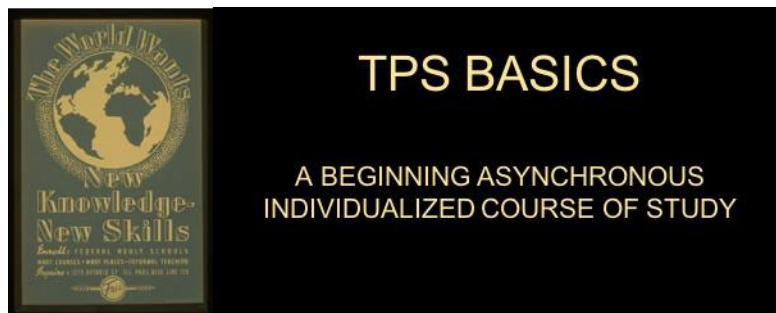


LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member



Braun, S. (1937) [The world wants new knowledge - new skills Enroll - Federal adult schools: Many courses - many places - Federal Art Project](https://www.loc.gov/item/98517175/). Retrieved from the Library of Congress. <https://www.loc.gov/item/98517175/>

Hosted by [TPS Eastern Region](#) at Waynesburg University
Barbara Kirby, Director

Overview

The Teaching With Primary Sources Eastern Region Program at Waynesburg University developed the following brief tutorials for educators on how to search, retrieve, cite and use primary sources to support inquiry learning. The first five tutorials focus on Library of Congress features and tips for navigating. Tutorials 6-11 are teaching strategy examples for using primary sources in the classroom. The last tutorial introduces you to the TPS Teachers Network, an online community of educators who share their ideas and questions about TPS.

[Introductory Video](#)

The Library of Congress is a treasure house of American culture. Curators and experts from the Library staff describe the breadth and depth of the Library's collections and services in this video co-produced with the History Channel.

Course Format

The course consists of 12 tutorials written as informal short blogs. Each tutorial will end with a **Read About It** section in which you will have the option to go directly to [loc.gov](#) to read an article or blog and explore a special library feature.

Each tutorial's **Write About It** section is linked to a Discussion Board Forum in a Canvas Online course format hosted by the Eastern Region TPS program. You will receive feedback from the TPS Staff and suggestions for additional related resources after you post your reflections in each forum.

Goals

The overall goals for this workshop align with the guidelines of [Learning Forward](#), the International Association of Learning Educators (Formerly NSDC: National Staff Development Council). This means that participating educators engage as learners during this workshop and are actively involved in the inquiry process. Being an active student in the inquiry process has been shown to be one of the best ways to prepare for teaching inquiry to other educators.

- [Learning Designs](#)
Active engagement in professional learning promotes change in educator practice and student learning. Active engagement occurs when learners interact during the learning process with the content and with one another. Active engagement respects adults as professionals and gives them significant voice and choice in shaping their own learning.

Teacher Standards

[National Board Teacher Certification Core Proposition 4](#)

Teachers think systematically about their practice and learn from experience.

Accomplished teachers therefore serve as paradigms of lifelong learning and achievement. Moreover, they epitomize the intellectual capacities they foster: the ability to reason carefully, consider multiple perspectives, question received wisdom, adopt an inquiry-based approach, solve problems, and persevere.

[NCSS Teacher Standard 5 Professional Responsibility and Informed Action](#)

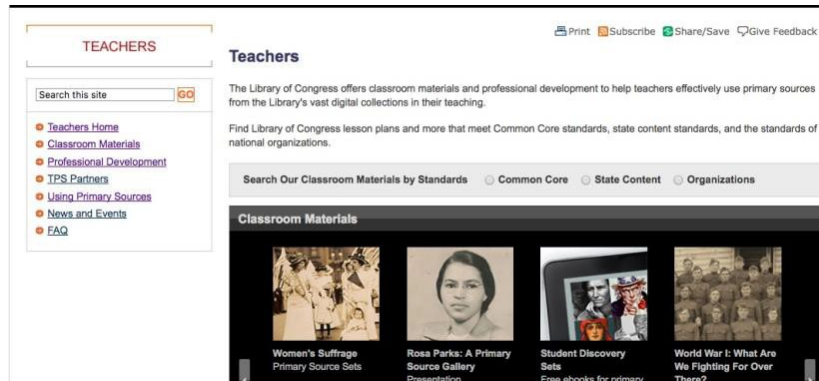
Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Funded by a grant from the Library of Congress Teaching with Primary Sources program. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.

Last updated April 16, 2023 by Ann B. Canning, TPS Facilitator



WAYNESBURG UNIVERSITY®



Tutorial 1: Teachers Page

Goal: Explore the professional development resources designed by the Learning and Innovation staff to help teachers effectively use primary sources from the Library of Congress's vast digital collections in their teaching.

Objectives:

- Examine lesson plans and online presentations that use primary sources to meet State and Common Core Standards.
- Browse Primary Source Sets based on common curriculum themes for grades K-12.
- Explain when a primary source is a primary source.
- Reflect on how to engage students in your classroom with selected primary sources.

Resource Links:

- [TPS BASICS Tutorial 1 Teachers Page](#)
- Video: [loc.gov for Teachers](#)
- [Lesson Plans](#)
- [Presentations and Interactive Activities](#)
- [Primary Source Sets](#)
- [Student Discovery Sets](#)
- [Blogs](#)

Reflection:

1. Browse the [classroom materials](#) on the Teachers Page and select one resource that aligns with your interest, local curriculum, or standards.
2. List the title and URL of the primary source you selected.
3. Explain why you selected this resource and how you would use it in a classroom or in a professional development workshop.



Tutorial 2: Searching

Goal: Understand how to navigate the Library of Congress's vast digital archives and use the search filters to narrow the results list down to a manageable size.

Objectives:

- Experiment with the different search filters found on the Library of Congress Home Page.
- Search for primary sources by standards and states.
- Search for primary sources in *Chronicling America*.
- Search for primary sources in *Today in History*.
- Use the Advanced Google engine to limit the search to the loc.gov domain.

Resource Links:

- [TPS BASICS Tutorial 2: Searching](#)
- Video: [Exploring loc.gov](#)
- Video: [Planning a Search](#)
- Blog: [Searching inside Chronicling America](#)
- Blog: [Searching Today in History](#)
- [Searching by State](#)
- [Searching by Research Guides](#)
- [Google Advanced Search limited to loc.gov domain](#)

Reflection:

1. Choose your own topic to search for on the [Library Home Page](#). Narrow the results by using the filters provided for Format, Date, Location, Subject, Part of, and Access Condition. Pick a topic that aligns with your local curriculum or personal interest.
2. After searching from the [Library's Home page](#), try the same search by [Chronicling America](#), [Today in History](#), [States](#), [Teacher Blogs](#), and [Research Guides](#).
3. Then try an [Advanced Google](#) search that uses the Google search engine but limits the results to loc.gov. (Example: Trail of Tears site:loc.gov)
4. Describe an efficient Library of Congress searching process to a fellow teacher. OR Describe what worked best for you when searching for Library of Congress primary sources.



Nast, T. (1882) Innocence abroad in search of a copyright / Th. Nast., 1882. Library of Congress, <https://www.loc.gov/item/2013650190/>.

Tutorial 3: Copyright and Citations

Goal: Understanding legal and ethical use of digital resources

Objectives:

- Identify and locate "Rights and Restrictions" statements for Library collections
- Locate information about fair use
- Locate citation information for MLA, APA and Chicago style formats
- Explore ways to save and record primary source citation information

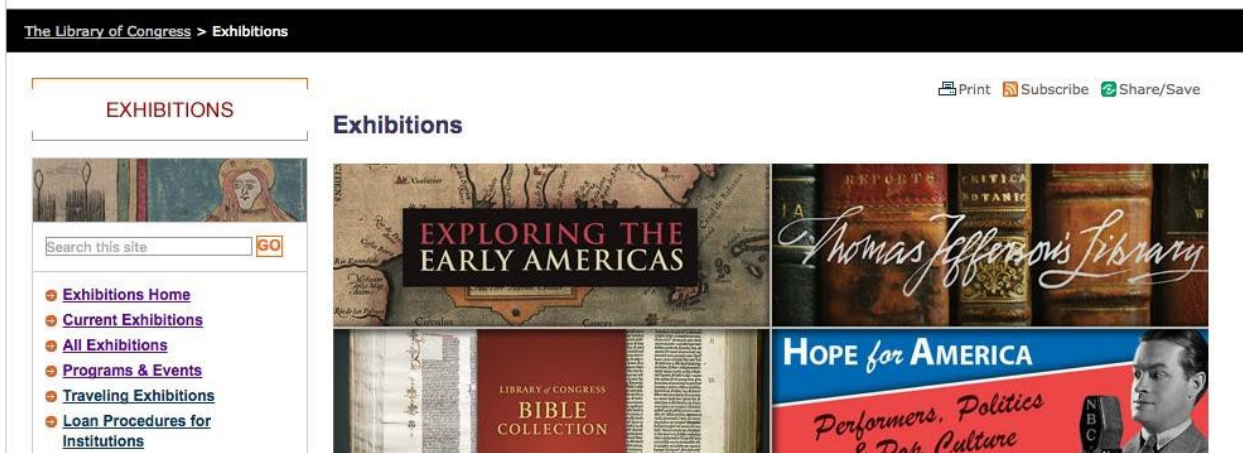
Resource Links:

- [TPS BASICS Tutorial 3: Copyright and Citations](#)
- [Abraham Lincoln, Republican candidate for president of the United States](#)
- [Bibliographic Organizer Template Google Doc](#)
- Video: [Copyright Quickcheck](#)
- Video: [Copyright Rights and Responsibilities](#)

Reflection:

Select one Primary Source at the Library of Congress and use it to answer these questions about copyright and Fair Use.

1. List the title of the source that you found by searching on the [Library's Home Page](#) in your reply to this Forum.
2. Copy and paste the APA, MLA, or Chicago citation if available. You will find it at the bottom of the "About This Item" Page under "Cite this item." If no citation is given, type author, title, date and URL.
3. What copyright restrictions are listed on the Bibliographic Page?
4. Does this image have a jpeg or tiff higher resolution file to download?
5. Is this image copyright free because it was created before 1924 or because it was created by a government employee?
6. Are there any copyright restrictions for this source?
7. Will you be copying and distributing this source to students or linking to the original and projecting on a screen? Explain why.
8. How will you record and organize your search results when working on a primary source project?



[Exhibitions Homepage](#)

Tutorial 4: Exhibitions

Goal: Understand the advantages of searching in current and past exhibits for classroom resources that include both primary and secondary sources.

Objectives:

- Search in loc.gov/exhibits for a primary source that is only accessible at the Library of Congress campus
- Browse the current and past exhibits for themes related to state or local curricula
- Search for teacher guides and classroom resources in at least one exhibit

Resource Links:

- [TPS BASICS Tutorial 4 Exhibitions](#)
- [Exhibitions Home Page](#)
- Political Cartoon: [Barack Obama being sworn in as President of the United States](#)
- Exhibit titled [Timely and Timeless Recent Editorial Cartoons](#)
- Blog: [Discovering elements of urban culture in America at the turn of the twentieth century from a children's book.](#)
- Exhibit: [How the other Half Lives](#)
- Blog: [Women documenting history. Primary sources from the Library of Congress on women photojournalist.](#)
- Exhibit: [Women come to the Front](#)

Reflection:

1. Use the Advanced Google search strategy to locate a primary source in one of the Library of Congress Exhibits that relates to your curriculum or personal interests. Example: In your browser navigation bar type: Statue of Liberty site:loc.gov/exhibits. Share the title and URL of that primary source and write about how you could use that primary source in a classroom.
2. What questions or advice to other teachers do you have about searching and using Exhibition primary sources in a classroom or PD workshop?



[Theodore Roosevelt Papers](#)

Tutorial 5: Collections

Goal: Discover historical context and ideas for teaching with specific Library of Congress primary source collections.

Objectives:

- Search across all [Digital Collections](#) or browse the index to identify collections related to state and local curricula.
- Examine the [National Child Labor Committee Collection](#) or another collection closely to discover the Articles and Essays that have been written by Library staff especially for teachers and researchers.
- Find tips and recommendations for using Library Collection primary sources in the classroom inside the [Teacher Blog](#) and [Collection Connections](#).

Resource Links:

- [TPS BASICS Tutorial 5: Collections](#)
- [Chronicling America](#)
- Panoramic Maps: <https://www.loc.gov/collections/panoramic-maps/about-this-collection/>
- Detroit Publishing Company: <https://www.loc.gov/collections/detroit-publishing-company/>
- National Child Labor Committee: <https://www.loc.gov/collections/national-child-labor-committee/>
- America's Story for Kids: <http://www.americaslibrary.gov/>
- Blog: [Finding Treasures in an Archive of Historical Newspapers: Chronicling America](#)
- Essay: [Beyond the Bus](#)
- Blog: [Songs of America Collection](#)
- Blog: [The Liljenquist Family Collection of Civil War Portraits](#)
- Blog: [America's Library: A Collection of Primary Sources for Younger Students](#)

Reflection:

Explore one of the 5 collections described in the Overview paragraph above or search within the [Digital Collections](#) section at loc.gov for a different collection topic that aligns with your local curriculum. Check out the Teacher Resources that are sometimes linked in the left menu of a collection. Also, browse the Articles and Essays that are linked at the top of a Collection Home Page for secondary information and Teacher Resources.

1. What primary sources from the Digital Collections section at the Library of Congress do you think you can utilize in your classroom?
2. What did you learn that is new and what questions do you have about searching and using primary sources from the Digital Collections in a classroom or PD workshop?

Tutorial 6: Supporting Inquiry with Primary Sources

Goal: Recognize the power of primary sources to guide student inquiry

Objectives:

- Watch a video for a short demonstration of how to use the Primary Source Analysis Tool.
- Find teaching ideas for using the Primary Source Analysis Tool on the Teachers Page
- Analyze a primary source of our choice from a student perspective.

Resource Links:

- [TPS BASICS Tutorial 6: Supporting Inquiry With Primary Sources](#)
- Video: [Analyzing A Primary Source](#)
- Blog: [Our Favorite Posts Using the Primary Source Analysis Tool](#)
- [LOC Analysis Tool: Student Worksheet](#)

Reflection:

1. Browse the [classroom materials](#) on the Teachers Page and select one primary source that aligns with your interest, local curriculum or standards. (Or if you prefer, you can conduct a broader search from the [Library of Congress Home Page](#).)
2. Take the primary source that you selected and use the online [LOC Analysis Tool](#) to record your observations, reflections, and questions.
 - You will need to download the LOC Analysis Tool to your computer/device before adding text or it will not save your text.
 - Select a specific format such as newspaper or photograph at the top of the form to see question prompts applicable to that format.
 - When your analysis is finished, paste the URL for your primary source in the textbox for "Further Investigation." Then click the Download button in the bottom right corner to save the pdf to your computer so you may share it with your instructor.
3. How can you use this analysis tool with students or in a PD workshop?



Tutorial 7: Interactive Mobile Apps Using Primary Sources

Goal: Explore some Interactive Mobile Apps developed by TPS Consortium Partners to teach Civics, citizen participation and historical thinking in engaging and meaningful online classrooms.

Objectives:

- Become familiar with 9 online Interactive Apps that use Library of Congress primary sources.
- Explore one of the listed Apps in depth from both the teacher and the student perspective.
- Share reflections about the advantages and disadvantages of implementing the App you explored in a classroom.

Resource Links:

[Tutorial 7: Interactive Mobile Apps Using Primary Sources](#)

[Eagle Eye Citizen](#)

Developed by the Roy Rosenzweig Center for History and New Media at George Mason University, Eagle Eye Citizen engages middle and high school students in solving interactive challenges in American history and government with Library of Congress primary sources to develop civic understanding and historical thinking skills. Topics include immigration, suffrage, slavery, civic participation, naturalization, political parties, the draft and civil rights. The interactives are introductions to deeper investigation using links to additional primary sources.

[Engaging Congress](#)

This fun, interactive game that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society. This app may be downloaded from Google Play, iTunes, or played on the Web with WebGL. Students will engage in game activities for understanding such concepts as States' Rights, the Federal Budget, Separation of Powers, and Political Influence. This game aligns with the C3 Framework and leads students through inquiries that help them in answering compelling questions as they analyze primary sources.

[KidCitizen](#)

This online interactive developed by Muzzy Lane Software, features a series of interactive episodes where K-5 students observe primary source photographs from the Library of Congress, explore the concepts of government and civics, and connect this information back to their own lives. The episodes work on Macs, PCs, Chromebooks, iOS and Android tablets. There are currently six episodes available on the topics of Child Labor, Community Helpers, American National Symbols, Congress, Political Activists, and Primary Sources. These episodes walk students through the See, Think, Wonder inquiry process using an animated child called Ella who gives clues and praise and additional information. The primary sources include children from long ago that today's students can easily relate to. As an introduction, the episode on Community Helpers is recommended for elementary educators or the episode on Child Labor for upper elementary educators.

[Case Maker from Bean Creative](#)

Teach students to think like detectives. Case Maker features 20 pre-made civics education challenges that can be used in a classroom today. Each Challenge has a Challenge Code to make it simple to share with your students. From there, students can review the challenge, add annotations to the related primary source documents, and build a series of case folders. When done, students can then use the presentation mode to show off their work, or use their case as a reference for any sort of project.

[DBQuest from iCivics](#)

DBQuest introduces students to major questions in civics and history. A Big Question acts as guiding light for deep examination of three selected primary resources. Each document challenges students to dig into the text itself and find the relevant information through document-based supporting questions.

DBQuest uses a scaffolding tool to support students as they analyze curated primary sources that give multiple perspectives about an important historical event. Teachers and/or students can select a Guided Inquiry Tool or a Freeform Tool that provides the same structure but less assistance. Topics include: The Nashville Sit-ins, The Louisiana Purchase, America's Founding Preambles, and The Constitution's Cover Letter. Teacher Guides and student handouts, downloadable for each DBQuest, give background context and multiple strategies for the Observe, Reflect, and Question inquiry cycle that is the heart of the Teaching with Primary Sources program.

[Private i Detectives from iCivics](#) (K-5)

Guide elementary students through exciting historical investigations to build content knowledge and critical thinking skills. iCivics presents Private i History Detectives, a supplemental K-5 curriculum. Organized by grade-level and topic, these whole class mystery-themed units make teaching social studies fun. Help your students put on their historian hats as they develop life-long inquiry skills to solve each mystery. Private i History Detectives is state-standards aligned and easy to use.

[Voices for Suffrage](#) Developed by Second Avenue Learning

What was so important about the 1848 Seneca Falls Convention? How did the path to suffrage differ between states? In Voices for Suffrage, students use primary sources to explore, replay, and engage with these questions and many more that form the women's suffrage movement. Students in grades 5-12 will learn about the tactics, arguments, key people, and historical events that led to women gaining the vote and have fun doing it!

[CIVICS! An American Musical](#) Developed by FableVision Games

Do your upper elementary and middle school students have what it takes to be the next hit Broadway musical producers? In this civics learning game, students assume the role of a theater producer adapting true events from United States history to the stage. It's up to them to observe, reflect, and question primary sources taken from the Library of Congress' archives to create a new smash Broadway musical hit that is historically accurate and celebrates the power of ordinary citizens in creating change.

[Journalism In Action](#) Developed by PBS News Hour Extra

This interactive learning tool for middle and high school students explores moments in the history of U.S. journalism using historical primary sources. Through fun, interactive activities, students can inquire, ask questions, and make their own judgments using news articles, broadcast segments, political cartoons, and photographs curated from the online collections of the Library of Congress.

Reflection:

1. Which resource did you explore?
2. What types of materials does this resource offer for teachers?
3. What are 2 benefits of the resource you explored?
4. What should other educators know about the resource you explored?



[Mulberry Street, New York City](#)

Tutorial 8: Hide and Go Seek on Mulberry Street

Goal: Understand how to use a familiar childhood game to help students identify details and determine context in a primary source image

Objectives:

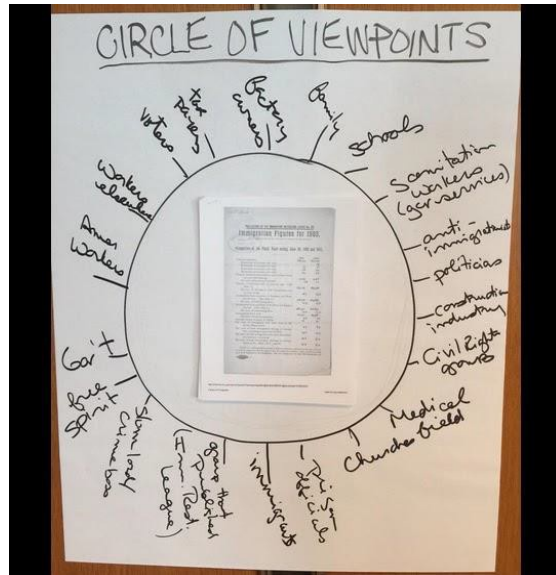
- Search the Prints and Photographs Collection for images related to local and state curricula.
- Experiment with one of the analysis variations suggested in the Hide and Go Seek Blog.
- Apply this TPS teaching strategy to a classroom setting.

Resource Links:

- [Tutorial 8: Hide and Go Seek On Mulberry Street](#)
- Video: [Teacher Resource: The Power of Images](#)
- Gallery of Photos: [Mulberry Street](#)
- Video: [Move On](#)
- Blog: [Hide and Seek on Mulberry Street with the Library of Congress](#), September 20, 2013
- Blog: [Learning "How the Other Half Lives" with Jacob Riis at the Library of Congress](#), June 2, 2016
- Prints and Photographs Division: <https://www.loc.gov/photos/>

Reflection

1. Search the [Prints and Photographs Division](#) for an image rich in detail and copyright free that can be aligned with your curriculum or interest.
2. Use one of the variations suggested in the blog, [Hide and Seek on Mulberry Street with the Library of Congress](#) to "jump into" the image you found.
3. Describe the detail of your selected image then reflect on the potential this strategy has for classroom use in your school or work place.



<https://blogs.loc.gov/teachers/2016/10/twitter-for-teachers-teachinglc-lets-educators-share-their-successes/>

Tutorial 9: Circle of Viewpoints

Goal: Understand how to teach perspective and point of view using primary sources with a Visible Thinking Routine.

Objectives:

- Apply the Circle of Viewpoints routine to a primary source analysis.
- Brainstorm difficult or controversial topics that would work well with the Circle of Viewpoints.
- Select primary sources to use in teaching difficult topics with the Circle of Viewpoints.

Resource Links:

- [TPS Tutorial 9: Circle of Viewpoints](#)
- Blog: [Twitter for Teachers](#)
- Project Zero Visible Thinking Routine: [Circle of Viewpoints](#)
- Exhibit: [Jacob Riis, How the Other Half Lives](#)
- Newspaper Primary Source: [The sun. \[volume\] \(New York \[N.Y.\], 12 Feb. 1888.](#)
- Video: [A Magic Lantern Show, Jacob A. Riis on How the Other Half Lives and Dies in NY](#)

Reflection:

Follow the steps below to write about Flashes From The Slums from the point of view of one person who may have lived in New York in 1888.

1. Brainstorm a list of different categories of people or perspectives that would have read the article, *Flashes From The Slums*, on February 12, 1888 or have gone to the [Jacob Riis lecture](#). Use this script skeleton below to explore one of those perspectives.

I am thinking of ... the topic...

From the point of view of ... the viewpoint you've chosen

I think ... describe the topic from this person's viewpoint.

A question I have from this viewpoint is ... ask a question from this viewpoint.

2. Reflection: What new ideas do you have about the topic that you didn't have before? What new questions do you have? With what other controversial topics do you think the Circle of Viewpoints routine would work?



How do portraits of these two First Ladies represent the changes in American society since the birth of our nation? Caroline Greco, Virginia Tech 2018.

Tutorial 10: Reading Portraits

Goal: Encourage the visual analysis of a piece of art, similar to closely reading a document.

Objectives:

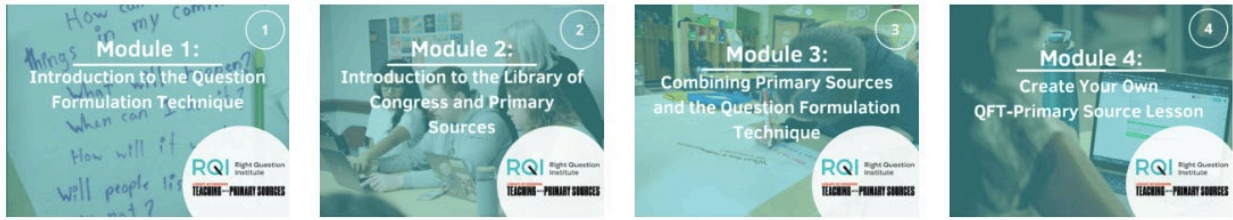
- Review the National Portrait Gallery's ["Reading" Portraiture Guide for Educators](#).
- Search and find a portrait or portrait photograph at loc.gov that relates to your local or state curriculum.
- Decode the visual clues in a portraiture to learn about the individual and the times in which they lived.

Resource Links:

- TPS BASICS [Tutorial 10: Reading. Portraits](#)
- ["Reading" Portraiture Guide for Educators](#)
- Blog: [Reading Portraits: Analyzing Art as a Primary Source](#) March 15, 2016 by Tom Bober
- Collection: [Presidents and First Ladies](#)
- Collection: <http://www.loc.gov/pictures/search/?st=grid&co=van>

Reflection:

1. Browse the portraits from the Library's collection, [Presidents and First Ladies](#), or the Photo Portraits from the [Van Vechten Collection](#). You can also search in [Prints and Photographs](#) for the photo portrait of a specific person or group you would like to use in a *Reading Portraits* analysis activity. For example, you can search for African Americans, Native Americans, or a person such as King Philip (Metacomet), Sachem of the Wampanoags.
2. List one of the portraits or photographs that you think would work well for the *Reading Portraits* strategy. Give the title and the link.
3. Why did you select the one you did?
4. Explain how you would use this portrait in a classroom or PD workshop.



Tutorial 11: Question Formulation Technique Using Primary Sources

Goal: Understand that using primary sources as a Question Focus will help students become actively engaged in determining their own path of inquiry.

Objectives:

- Recognize how the Question Formulation Technique can be used for primary source learning.
- Explore how other teachers have used primary sources as a Question focus.
- Recognize the close alignment between C3 Inquiry and the QFT.

Resource Links:

1. [TPS BASICS Tutorial 11 Question Formulation Technique Using Primary Sources](#)
2. Pick either the article or the blog to read for an overview. The article combines QFT and TPS pedagogy. The blog will focus on the QFT.
 - Ashley Melville and Andrew Minigan. [Using the Question Formulation Technique to Guide Primary Source Learning](#). Primary sources can help students analyze closely, make connections, infer and — perhaps most importantly — ask questions.
 - James Brewster, [My Journey, Putting Students' Minds Into Motion with Their Questions](#). A middle school social studies teacher's reflections about using the QFT.
3. Browse and pick one of the following lesson plans to review in depth. These lessons blend the QFT with a primary source.
 - [Kindergarten Interdisciplinary](#): Catherine Tommasello (Teacher)
 - [4th Grade Science, Social Studies and ELA](#): Alyssa Park (Teacher)
 - [10-12th Grade Computer Science](#): Tracy Brown (Teacher)
 - [9th Grade Spanish](#): Patty Gomez (Teacher)
 - [11th Grade American History](#): Debra Butterfield (Librarian), Amber Dostie (Teacher) & Susan LeClair (Teacher)
 - [AP English Literature](#): Dana Huff (Teacher)
3. [Video](#): High school social studies teacher, Johnny Walker, facilitates a small-group virtual QFT and primary source discussion with 10th graders in Los Angeles, CA. using the LOC primary source, [School Begins](#).

Reflection:

1. What do you understand differently now about students learning to ask their own questions?
2. Name a primary source from the Library of Congress that would work as a QF (Question Focus) either at the beginning of a lesson or at the end.
3. Explain why you think the selected primary source would work as a Question Focus.



Tutorial 12: TPS Teachers Network

Goal: Share resources and teaching ideas for integrating primary sources into classroom inquiries with a national virtual network of educators.

Objectives:

- Join the TPS Teachers Network
- Join 3 groups inside the network that match your personal and professional interests
- Post a question or start a discussion in TPS Commons
- Mine the TPS Teachers Network for primary sources and inquiry activities

Resource Links:

- [TPS BASICS Tutorial 12: TPS Teachers Network](#)
- [TPS Teachers Network](#)
- Video: [Introduction to the TPS Teachers Network](#)
- Article: [Tips for Getting Started with the TPS Network](#)
- Video: [Searching the TPS Teachers Network](#)

Reflection:

1. Describe your initial exploratory experiences in the TPS Teachers Network.
2. What features will be helpful for your job as an educator?
3. Ask any questions you have about navigation or content.