

## **Title**

Teaching with Primary Sources from the Library of Congress

## **Target Audience**

This course is intended for pre-service and in-service teachers of grades 3-12.

## **Prerequisites**

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.
- Have access to a classroom or group of students in order to complete an implementation.

## **Course Description**

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 from the Library of Congress 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 student engagement, the development of critical thinking skills, and the construction of knowledge, while bringing the content to life.

This course will demonstrate how teachers can engage students and have them think critically and construct their own learning through analyzing primary sources from the Library of Congress. For the course project, learners will create a lesson plan that integrates the use of digitized primary sources from the Library of Congress. They will also implement all or part of the lesson in the classroom or with a group of students.

## **Instructor/Facilitator**

See instructor/facilitator sheet.

## **Credits**

To be determined by college or university

## **Goals**



In this course learners will learn how to effectively integrate the use of digitized primary sources from the Library of Congress into their classroom curriculum, in order to engage students, and help them think critically and construct knowledge. They will learn how primary sources help to create connections; complete their own analysis of various primary sources in order to understand the process of knowledge construction; learn how to specifically find and use primary sources; explore the relevance of and strategies for developing historical thinking and inquiry-based learning; and have the opportunity to create and implement lessons using primary sources into their own classroom.

At the end of this course, learners will:

- Know and understand how to use digital primary sources for engaging students, and helping them to think critically and construct knowledge.
- Be able to find and use Library of Congress digitized primary sources for use in classroom instruction.
- Understand and design classroom assignments that incorporate various instructional strategies that help students learn to analyze primary sources.

## **Outline of Content and Assignments**

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a course project, learners will create and implement a lesson plan using digitized primary resources from the Library of Congress to engage students, and have them think critically and construct new knowledge.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS\*T:  
Standards 1 (a, b, c, d); 2(a, c); 5 (c, d).

Visit <http://www.iste.org/standards/nets-for-teachers.aspx> for a full list of the ISTE's *National Educational Technology Standards (NETS\*T) and Performance Indicators for Teachers* and more information about these standards.

### **Session 1: Creating Connections**

In this session, learners will begin the course by defining their own professional goals and expectations; explain their prior knowledge on the topic; and introduce themselves to fellow learners. Then, they will learn about primary sources and the digitized collections at the Library of Congress, complete several activities that will help them to personally connect with primary sources, and begin learning about their use in the classroom.

Learners will:

- Define their professional goals and expectations for this course.



- Explain their prior knowledge about the analysis of primary sources, teaching strategies using primary sources, and the digitized primary source collection of the Library of Congress.
- Identify the relationship between primary sources from the past, events happening in the world today, and the connections for students in their classroom.
- Analyze a lesson that makes use of primary sources meaningful to students and determine the importance of structuring classroom activities that help learners see connections to their own lives.

**Read**

- “Using Digitized Documents in the Classroom” from the article *Four Takes on Technology*
- “Why Use Primary Sources?”
- “P21 Framework Definitions”
- American Association of School Librarians: Standards for the 21<sup>st</sup> Century Learner

**View Video**

- “About the Library of Congress”

**Write in Online Journal**

- Reflect on expectations for the course.
- Reflect on prior knowledge and experiences related to the analysis of primary sources, teaching strategies used with them and the Library of Congress digitized collection.
- Reflect on how the set of resources in the Connecting with Primary Sources Activity could relate to events happening in the world today and how these resources could help develop connections for students.

**Participate in Online Discussions**

- Introduce themselves to other learners.
- Discuss how the use of primary sources makes instruction personally meaningful and engaging to students.

**Complete Activities**

- Connecting with Primary Sources Activity
- Leaving Evidence of Our Lives Activity
- The Evidence of Current Events Activity (Optional)

Session 2: Analyzing Primary Sources

In this session, learners will first look at the differences between primary and secondary sources to understand what they are and complete parts of an interactive online module that will help test their knowledge. After reflecting on their own understanding of the difference between the two, they will have the opportunity to complete their own analyses of a variety of primary source documents, learn strategies in analyzing documents by using a Primary Source Analysis Tool, and then consider the ways that this process helps educators and students learn to think.

Learners will:

- Identify ways to help students learn to define the meaning of and identify the difference between primary and secondary sources.



- Identify how the analysis of primary sources engages students and helps them think critically.

## Read

- "How to Use Primary Sources"
- "Perspectives On...Primary and Secondary Sources"
- "Teaching with Primary Sources Activity Plan"
- "Analyzing Primary Sources Activity: Analyzing Photographs"
- "Analyzing Primary Sources Activity: Analyzing Maps"
- "All Our Students Thinking"
- "Primary Source Evidence"

## Complete Interactives

- "Test Your Knowledge: Primary or Secondary?"
- Chapter 1: The Power of Images from "Analyzing Primary Sources: Photographs and Prints"
- Chapter 2: Photographs and Prints from "Analyzing Primary Sources: Photographs and Prints"
- Chapter 3: Analyzing Photographs and Prints from "Analyzing Primary Sources: Photographs and Prints"
- Chapter 1: The Power of Maps from "Analyzing Primary Sources: Maps"
- Chapter 2: Maps at the Library of Congress from "Analyzing Primary Sources: Maps"
- Chapter 3: Analyzing Maps from "Analyzing Primary Sources: Maps"

## Write in Online Journal

- Reflect on coming to an understanding of the differences between primary and secondary sources.

## Participate in Online Discussion

- Discuss how analyzing prints, photographs, and multiple primary sources versus reading about the subject in a textbook make students think differently about content and context, if at all.

## Complete Activity

- Primary/Secondary Source Sort Activity

## Session 3: Finding and Using Primary Sources at LOC.gov

In this session, learners will learn to navigate the LOC.gov Web site. They will also explore the issues of educational fair use and copyright and discuss ways to use primary source documents legally and correctly. In addition, they will learn about the various options for using digitized primary source documents with their students for analysis, including set-up and the ways to share the materials with students for analysis activities.

### Learners will:

- Explore the digital collections at LOC.gov and identify ways these can be incorporated into their classroom curriculums.
- Discuss copyright issues they have confronted in the past and determine possible solutions.



- Develop three classroom strategies integrating student analysis of primary sources into the classroom curriculum.

## Read

- "Citing Primary Sources"
- "Student Learning Groups that Really Work"
- "Presenting and Working with Primary Source Documents"
- "Lesson Framework"

## Read and View Video

- "The Code of Best Practices in Fair Use for Media Education"

## Complete Interactives

- Chapter 3: LOC.gov for Teachers from "Introduction to the Library of Congress"
- Chapter 5: Exploring LOC.gov from "Introduction to the Library of Congress"
- "Finding Primary Sources from the Library of Congress"
- Chapter 4: Working with Photographs and Prints from "Analyzing Primary Sources: Photographs and Prints"
- Chapter 4: Working with Maps from "Analyzing Primary Sources: Maps"
- "Copyright and Primary Sources"

## Write in Online Journal

- Reflect on using resources of LOC.gov in the classroom, how they could be implemented in the classroom, and the learner's chosen direction of the course project.

## Participate in Online Discussion

- Discuss confronting copyright issues.

## Complete Activities and Assignment

- Searching the Collections Activity
- Finding Photographs and Prints Activity
- Finding Maps Activity
- Citing Primary Sources Activity
- Using LOC.gov and Primary Sources with Students Assignment

## Session 4: Engagement, Critical Thinking, and the Construction of Knowledge

In this session, learners will continue to explore strategies for student engagement, critical thinking, and the construction of knowledge. They will create and post a lesson plan on primary source analysis as part of their final project and complete a primary source investigation of a series of documents and identify how this is different from the analysis of single documents. They will also learn about Web tools that help to deepen the understanding and analysis of primary source documents.

### Learners will:

- Develop a lesson plan to implement in the classroom that integrates the use of digitized primary sources in order to engage students, have them think critically, and have them construct knowledge.



- Determine how the construction of knowledge deepens when sets of primary sources are analyzed.
- Select a lesson incorporating primary sources and identify how it could be adapted to their own classroom curriculum and the strategies used to engage students and develop critical thinking and the construction of knowledge.

## Read

- “Cover the Material—Or Teach Students to Think?”
- “Engaging All Learners with Primary Sources”
- “Primary Sources: Gateways to Enhancing Critical Thinking in the Classroom”
- “Making Thinking Visible”
- Teaching with Primary Sources Activity: Music as Historical Artifacts
- Teaching with Primary Sources Activity: Perception Through Photography
- Teaching with Primary Sources Activity: Book Backdrops
- “Primary Sources and Web 2.0: Unlikely Match or Made for Each Other?”
- “Technology Integration and Primary Sources: Linking the Learner to Learning”

## Write in Online Journal

- Reflect on incorporating lesson plans on primary sources into the classroom, including the strategies that engage students, and develop critical thinking and the construction of knowledge.

## Participate in Online Discussion

- Discuss how the construction of knowledge deepens when sets of primary sources are analyzed vs. individual documents.

## Complete Activity and Assignment

- Session 4: Lesson Plan of the Course Project: Teaching with Primary Sources
- Primary Source Set Investigation Activity
- Integrating Web-Based Tools Activity (optional)

## Session 5: Historical Thinking and Inquiry

In this session, learners will further explore how primary source analysis and the asking of questions about historical documents teaches students to think like historians and how these skills can be applied to other areas of the curriculum. They will also learn about the process of inquiry and how various models can be applied to the study of primary source documents. Learners will complete peer reviews of the lesson plans created by other learners, and they will review, revise, and submit their own lesson plan to the facilitator.

### Learners will:

- Develop a lesson plan to implement in the classroom that integrates the use of digitized primary sources in order to engage students, and have them think critically to construct knowledge.
- Explain the importance of helping students learn to think like historians, the rationale for doing so, and how educators can develop these thinking skills in other curriculum areas.
- Identify ways that using primary sources could support inquiry within the classroom.

## Read

- “Thinking Like a Historian”



- “Can Ten-Year-Olds Learn to Investigate History As Historians Do?”
- Choose one article:
  - Elementary Level - Historical Scene Investigation - The U.S. Constitution: “I Smelt a Rat”
  - Secondary level - Why did Congress Reject the League of Nations?
- “Disciplining the Mind”
- “The Object of Their Attention”
- “The Thought-Filled Curriculum”
- “Teaching Inquiry with Primary Sources”

## View Video

- “Teaching Students to Think Like Historians”

## Complete Interactive

- “Supporting Inquiry with Primary Sources”

## Write in Online Journal

- Reflect on why supporting inquiry is integral to teaching with primary sources.

## Participate in Online Discussion

- Discuss the facilitation of historical thinking in the classroom.

## Complete Assignment

- Session 5: Peer Review of Course Project: Teaching with Primary Sources

## Session 6: Moving Forward to Engage Students

In this session, learners will implement the lesson in their classrooms or with a group of students and then complete the course project by reflecting on the implementation. They will also think about how to continue the exploration of inquiry with their students and read about Howard Gardner’s latest theories on nurturing the development of certain mindsets for the 21<sup>st</sup> century, which the analysis of primary sources helps to do.

### Learners will:

- Analyze the success and challenges of the primary source lesson plan they implemented in their classroom or with a group of students.
- Discuss the types of mindsets that analysis of primary sources helps to develop.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting about their professional goals and expectations in the online journal.

### Read

- Book review of *Five Minds for the Future*
- “5 Minds for the Future: Cultivating Thinking Skills”

### View Videos

- “Engaging Students Teaching with Primary Sources”
- “Thinking Like a Historian”



## Write in Online Journal

- Reflect on acquired knowledge.
- Reflect on professional goals and expectations.

## Participate in Online Discussion

- Discuss which of the mind sets the use of primary sources within the curriculum best help to develop.

## Complete Activity and Assignment

- Session 6: Classroom Implementation and Reflection Paper of Course Project: Teaching with Primary Sources
- Post-Course Evaluation Survey

## Schedule

This course is scheduled to take approximately 45 hours to complete readings, activities, videos, assignments, reflections, and a course project. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and may likely spend double the indicated number of hours completing all coursework depending on their learning styles and work habits.

## Requirements

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

## Materials (hardware, software, plug-ins)

### Technical Requirements

- Word processor
- Internet service provider
- E-mail

## Academic Dishonesty Policy

To be inserted by university institution only

## Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.



