Nellie Bly Arrives Safely at Jersey City 3.51 P.M. The New York World January 25, 1890

Overview

Teaching with Primary Sources Level I introduces K-16 educators to the digital Library of Congress teaching resources and builds teaching skills necessary for leading students through the inquiry process to support historical thinking and writing skills. Participants become familiar with the breadth and organization of the Library's digitized collections of primary sources, understand their value in instruction and discover strategies for applying inquiry-based learning experiences in their own classrooms. Teachers and librarians engage in model learning activities and collaborate with colleagues in pairs and small groups. TPS Level 1 is conducted in a computer lab and an adjacent seminar room, utilizing both print and online resources. 12-15 PDE Act 48 Activity Hours will be earned by completing this course.

Workshop I: Introduction to the Library of Congress
Workshop II: Analyzing Primary Sources
Workshop III: Copyright and Primary Sources
Workshop IV: Finding Primary Sources
Workshop V: Supporting Inquiry With Primary Sources

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TPS Southwestern Partner coordinated by Barbara Kirby at Waynesburg University

Library of Congress Thomas Jefferson Building Washington, D.C.

Workshop Session I: Introduction to the Library of Congress
Spring Institute Day 1

Goal

Understand the purpose, scope, and organization of the Library of Congress digital archives of primary source documents.

Objectives

1. explore the various Library of Congress departments that target children and teachers;
2. identify the connection between local and state curriculum standards and Library of Congress resources;
3. compare and contrast primary and secondary sources;
4. discover the historical evidence in one's personal life.

Investigative Question

How can the Library of Congress digital resources help classroom teachers engage students in critical and creative thinking?

Pre-Event Survey

Procedures

9:00 **Connect With Primary Sources**

1. Browse the list of Primary Source Sets at the Library of Congress.
2. Open one set that interests you personally or as an educator.
3. Pick one primary source out of that set to investigate further and print a copy.
4. Find one or more colleagues who selected a primary source related to the one you selected (They do not have to come from the same set to be related.)
5. Discuss in your small group how your sources are related and why you picked them. Report back to the large group.
6. Discuss how you can engage your students using primary sources.

9:20 **Wonder**

1. Together we will watch the Introductory Video at the beginning of the Interactive Module at the Library of Congress titled *Introduction to the Library of Congress*.
   - What did you learn about the Library that you had not previously known? What surprised you?
   - Identify at least one primary source from the video that you would like to learn more about.
2. Open the Library home page and individually search for that primary source using the global search box in the upper right hand corner. Describe what you found out about your primary source to your classmates.

9:40 **Investigate/Construct**

1. You will be assigned one of the features on the Library of Congress web site described in the Interactive Module, *Introduction to the Library of Congress Chapter 5*. Click on your assigned link to explore that feature in depth.
   - Exhibitions

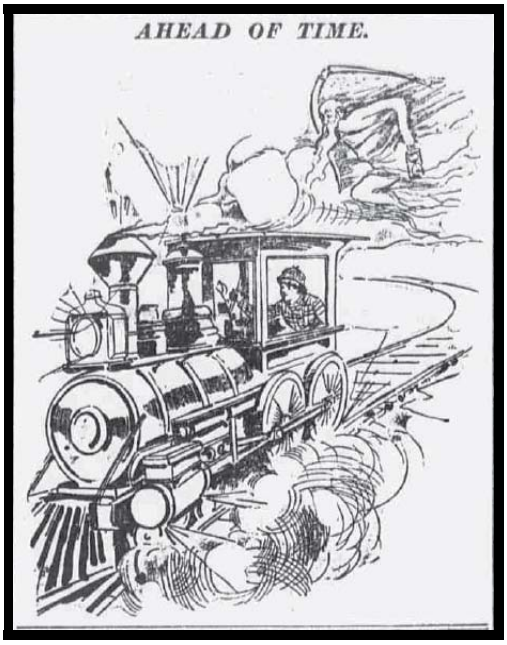
    - Thomas
    - World Digital Library
    - Ask A Librarian
    - Veterans' History Project
    - Teacher's Page
    - MyLOC
    - America's Library
2. Describe what you found to your colleagues and explain how you think that feature could be used in a K-12 classroom.

10:10 **Reflect and Express**

Participants will open the TPS Blog and post a response to the following questions for Workshop I.

1. How can the Library of Congress digital resources help classroom teachers engage students in critical and creative thinking?
2. Complete one of the following sentences to summarize your introductory experience at the Library of Congress:
    - I wonder if .....
    - I learned that .....

10:20 **Break**



The Route of Nellie Bly On the Homestretch of the Great Around The World Race Against Time

Workshop Session II: Analyzing Photographs and Prints
Spring Institute Day I

Goal

Understanding that primary source inquiry is a learning process that involves asking questions and making discoveries that lead to new understanding.

Objectives

1. Analyze a Photograph and a Print.
2. Analyze a primary source with a different format such as a, a song sheet, a manuscript, a sound recording, or a book.
3. Develop instructional strategies to help students examine and analyze primary sources.

Investigative Question

How can teaching with primary sources enhance and motivate student learning?

Procedures

10:30 **Connect**

1. Together we will view Chapter 3 of the Interactive Module at the Library of Congress titled, Analyzing Primary Sources: Photographs and Prints .
2. We will also complete the Guided Tour and the Self Analysis Sections for the Photograph together.

10:50 **Construct:** Analyzing Maps, Manuscripts, Books, Song Sheets, and Sound Recordings

The Library of Congress has developed a generic Blank Analysis Tool for student use. Specific Teacher guides have been created to use with different primary source formats such as maps or manuscripts. Select one of the primary source formats in the list below. Print the teacher guide for that format. Open the primary source and use the questions in the teacher guide to analyze the primary source. Record your answers on the Blank Analysis Tool and share them with your classmates.

1. Photographs And Prints Analysis Tool
   Photograph to Analyze: Nellie Bly Portrait 1890
2. Books and Other Printed texts Analysis Tool
   Books to analyze:
   - The social mirror: a character sketch of the women of pittsburg and vicinity during the first century of the county's existence. society of to-day p. 29. Author: Nevin, Adelaide Mellier Date: 1888
   - The World January 25, 1890: A newspaper account of Nellie Bly's successful Around

the World trip.
    - Nellie Bly Articles From The Pittsburgh Commercial Gazette:
        - How Nelly Bly Was Discovered, January 25, 1890
        - Nellie Bly's Feat, January 27, 1890
        - What Profit A Girl To Girdle The Earth? January 27, 1890
3. Cartoon Analysis Tool
   Cartoon to Analysis: Ahead of Time See image at top of this page.
4. Artifact Analysis Tool (From National Archives)
   Around the World With Nellie Bly Board Game
5. Manuscript Analysis Tool
   Letters from Nellie Bly to Erasmus Wilson, Editor Pittsburgh Commercial Gazette

11:20 **Investigate: Curriculum Connections and Instructional Strategies**

Using the Nellie Bly Board Game around the world from 1890 and the American Memory Collection of the World's Transportation Commission four years later, participants will document the types of transporation used around the world during that time period and analyze at the effect Nellie Bly's trip had on public opinion.

Round the world with Nellie Bly--The Worlds globe circler: A board game which first appeared in The New York World in 1890 shortly after Nellie Bly completed her famous trip. The game was produced by McLoughlin Brothers in 1890 as a board game with a spinner and player pieces.

Around the World in the 1890s: Photographs from the World's Transportation Commission, 1894-1896 contains images by American photographer William Henry Jackson. Jackson, along with a railroad publicist, railroad engineer, and graphic designer, was hired to document types of transportation around the globe from 1894-1896. In addition to railroads, elephants, camels, horses, sedan chairs, and other types of transportation, the collection shows cities, street, landscapes, and inhabitants of North Africa, Asia, and Australia.

11:50 **Reflect and Express**

Participants will open the TPS Blog and post a response to the following questions for Workshop II.

1. How can teaching with primary sources enhance and motivate student learning?
2. Complete one of the following sentences to summarize your undrerstanding of Analyzing Primary Sources at the Library of Congress:
    - I wonder if .....
    - I learned that .....

12:00 **Lunch**

I want to learn, will you help?
United Nations Relief and Works Agency for Palestine Refugees in the Near East, sponsor/advertiser

Workshop Session III: Primary Source Copyright and Citations
Spring Institute Day 1

Goal Understanding legal, ethical and technical uses of digital primary source documents

Objectives

1. Locate copyright restrictions for Library of Congress documents.
2. Discuss fair use for classroom settings.
3. Locate permanent URLs (persistent links) of Library of Congress primary sources for citation and retrieval purposes.

Investigative Question What is the educational value to teaching copyright and citation guidelines for primary sources?

Procedures

12:30 **Connect**

Individually you will view the Interactive Online Module at the Library of Congress titled, Copyright and Primary Sources.

1:30 **Wonder**

1. Describe how you will be using primary sources in your teaching or educational work.
2. What questions do you have about copyright and primary sources after viewing the module about Copyright?

1:40 **Investigate: Copyright Restrictions**

1. Open up the Prints and Photographs Online Catalog.
2. Select any collection that interests you.
3. Open the Rights and Reproductions Link.
4. Find out the name of your collection and the copyright status. Were the items in this collection created before 1923? Were they created by a government program or employee? Are there any restrictions for educational use?
5. Describe your findings to your classmates.

1:55 **Investigate: Fair Use Evaluation**

1. Print out a copy of the Fair Use Check List used in the module about Copyright.
2. Open the Library of Congress Horydczak Collection and select one primary source to evaluate

using the Fair Use Check List.

3. Summarize your findings orally for your colleagues giving the Title and the Reproduction Number of the Primary Source you examined.

2:10 **Construct**

1. Finding the Permanent/Persistent URL
   Review the Library of Congress Guide for finding the Persistent URL together in class or watch the You Tube Video: TPS: Tips.
2. Making a Bibliographic Organizer
   a. Google Docs Group Project - A google docs link will be provided in class.
   b. Baseball Cards Collection - Search for your hometown or a city near you in this primary source collection in American Memory. Use one baseball card thumbnail image, title, date, collection name and persistent URL to complete your row in the Group Bibliographic Organizer.

2:45

Reflect and Express

Participants will open the TPS Blog and post a response to the following questions for Workshop III.

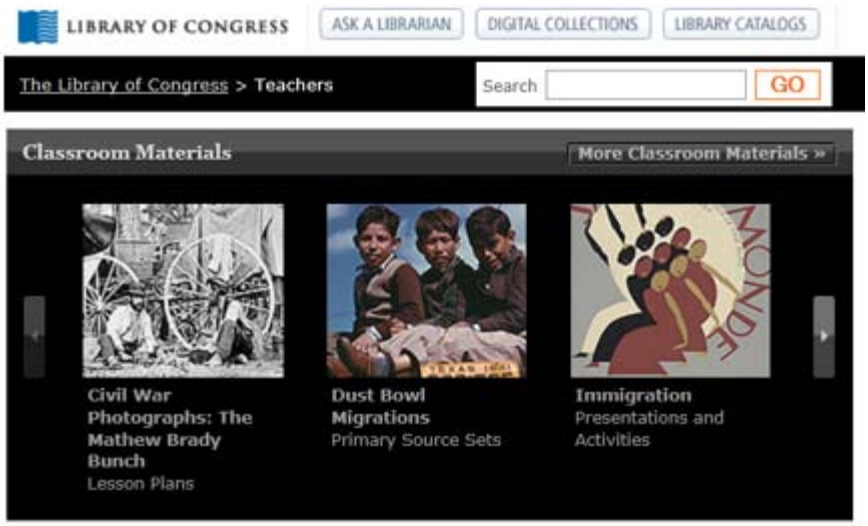
1. What is the educational value to teaching copyright and citation guidelines for primary sources?
2. Complete one of the following sentences to summarize your understanding of Copyright and Citation from the Library of Congress:
   - I wonder if .....
   - I learned that .....

Homework

This homework assignment is optional. If completed, you will earn 3 additional Act 48 activity hours making a total of 15 hours.

1. Watch the Library of Congress Interactive Online Module, Analyzing Primary Sources: Maps.
2. Find a map that relates to your curriculum from one of the links below:
   a. Browse maps by Topic: Geography and Maps
   b. American Memory Collections Containing Maps
   c. Map Collections Home Page
   d. Primary Source Sets With Maps in PDF format
3. Print out a copy of the Teacher's Guide To Analyzing Maps and use this to direct your analysis of the map you found.
4. Complete the Student Analysis Form for your selected map and print a copy to hand in when you return for Fall Institute Day II.
5. Open the Certificate of Completion for the Map Module. Enter your Name and print a copy to hand in when you return for Fall Institute Day II.

3:00 **Dismiss**



Library of Congress Teachers Web Site

Workshop Session IV: Finding Primary Sources
Spring Institute Day II

Goal

Understand the breadth and depth of the Library's collections and listen to teachers as they find primary sources for their students.

Objectives

1. Develop global search strategies for finding primary sources from within and from outside the Library of Congress.
2. Develop search strategies for digging deeper inside Library Collections.
3. Develop search strategies based on primary source formats.

Investigative Question

How and when do I need to teach my students to search for primary sources at the Library of Congress?

Procedures

9:00 **Connect:** We will view together the Interactive Module at the Library of Congress titled, Finding Primary Sources Chapters 1 and 2.

9:20 **Wonder / Investigate: What Am I Looking for? How will I find it?**

1. **Keywords**
   Brainstorm keywords or topics from your curriculum that you can use to search the Library of Congress for primary source documents in this forum. Remember to use historically accurate terms even if they are not politically correct.

2. **Search Strategies**
   a. Complete the Finding Primary Sources For Your Classroom PDF worksheet from the Online Module Chapter 4.
   b. Print out your complete worksheet and describe your process and findings to your classmates.

9:50 **Investigate**: A Classroom Virtual Tour Comparison

1. The NEW Library of Congress Global Search Tool
2. Advanced Google Searching on the Library of Congress domain

10:00 **Construct: A Curriculum Based (Thematic) Bibliographic Organizer**

1. Your instructor will provide you with a link to your individual Bibliographic Organizer. The link will take you to a Google Doc which you can edit and your classmates can view.
2. Locate and add three primary sources related to the same theme to your individual Bibliographic Organizer. Add the thumbnail image, title, and permanent URL.
3. Explain in the class discussion how the primary sources are connected to your curriculum or academic interest.

10:30 **Break**

10:45 **Reflect and Express**

Participants will open the TPS Blog and post a response to the following questions for Workshop IV.

1. How and when do I need to teach my students to search for primary sources at the Library of Congress?
2. Complete one of the following sentences to summarize your understanding of Finding Primary Sources at the Library of Congress:
    - I wonder if .....
    - I learned that .....

Wilbur Wright Postcard Addressed to Orville 1908

Overview | Workshop I | Workshop II | Workshop III | Workshop IV | Workshop V

Workshop Session V: Supporting Inquiry with Primary Sources
Spring Institute 2012

Goal

Understand how primary sources can be used to support inquiry learning.

Objectives

1. Observe an inquiry activity using a primary source.
2. Create an instructional activity using a primary source from the Library of Congress.

Investigative Question

What instructional strategies will help students navigate all stages of the inquiry process?

Procedures

11:00 **Connect**: Together we will view the Interactive Module at the Library of Congress titled, Supporting Inquiry With Primary Sources Chapters 1, 2, and 3.

11:30 **Wonder**

1. What do you see in the Postcard image that Wilbur Wright sent to Orville?
2. What do you notice about the Postcard address that goes with that image?
3. What do you think the words and symbols mean on this primary source?

11:45 **Investigate**

1. What was going on in the world when Wilbur sent that postcard?
2. How did Wilbur and Orville Wright's invention impact that world.
3. We will use the Wright Brothers Timeline to put the Postcard we have examined in historical context.

12:00 **Construct**

1. Together we will watch the video, Two Brothers and a Dream.
2. You will individually examine the telegram described in the video.
3. Use the individual Google Doc provided by your instructor to write a Front Page Headline and caption for the image of their first flight for the Dayton Journal as if you had been there in the press room when Lorin Wright arrived on December 17, 1903.

12:15 **Lunch**

12:45 **Construct and Reflect**

Teacher Planning Resources from The Library of Congress Summer Institute for Teacher 2011

1. Web Overview Guided Practice Worksheet
2. Primary Source Project Plan Outline

Teacher Planning Resources from Waynesburg TPS Program

1. Thematic Set Bibliographic Organizer (Blank)

2. Nellie Bly Thematic Set (Sample)
3. Zoom-In Powerpoint Example
4. Zoom-In Directions

2:45 Post-Event Survey

3:00 **Dismiss**