

# Teaching with Primary Sources New Hampshire 2013 Online Workshop



The Library of Congress  
Photo by Jennifer Hanson

## Week 1: Introduction to the Library of Congress January 16, 2013

Participants will:

- Describe examples of the benefits of teaching with primary sources.
- Access teaching tools and primary sources from [loc.gov/teachers](http://loc.gov/teachers)

These activities address the following Common Core State Standard:

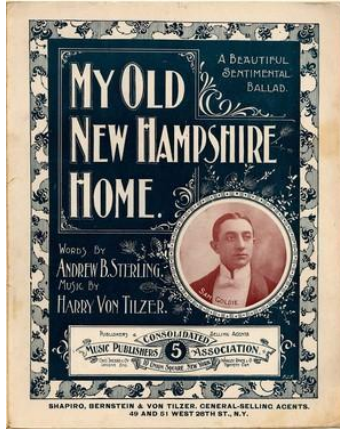
- ELA-literacy.6-12.RH.2: Determine the central ideas or information of a primary or secondary source.
- ELA-literacy.K-5.RI.7: Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words.
- ELA-literacy.6-12.RH.7: Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words.

### Prior to Collaborate session

1. Watch the [Introduction to the Library of Congress](#) interactive module
2. Read Rich Cairn article "[Primary Sources at the Heart of the Common Core](#)"

### **Collaborate Session (January 16th)**

- Introduction of participants
- Course expectations
- Explore assigned section of LOC site
  - Teachers Page
  - American Memory
  - MyLOC
  - World Digital Library
- Jigsaw in breakout rooms  
Describe your assigned section & how you think it could be used in a K-12 classroom.
- Discussion of primary sources and the Common Core.
  - How can primary sources from the Library of Congress help classroom teachers address CCSS?
  - How can primary sources from the Library of Congress engage students in creative and critical thinking?



*My Old New Hampshire Home* sheet music, 1898

<http://memory.loc.gov/cgi-bin/query/h?ammem/dukesm:@field%28NUMBER+@band%28b0653%29%29>

## Week 2: Analyzing Primary Sources & Supporting Inquiry with Primary Sources January 23, 2013

Participants will:

- Analyze primary sources in different formats
- Analyze a primary source using Library of Congress teaching tools.
- Demonstrate how primary sources can support at least one teaching strategy.

These activities address the following Common Core State Standards:

- ELA-literacy.K-3.RI.1: Ask and answer questions about key details in a text.
- ELA-literacy.4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA-literacy.6-12.RH.7: Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words.
- ELA-literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic.
- ELA-literacy.9-10.RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- ELA-literacy.11-12.RH.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Prior to Collaborate session

1. Watch [Supporting Inquiry with Primary Sources](#) interactive module
2. **Discussion Board Post (Original post due Tuesday, January 22nd at noon)**  
**NOTE:** All original posts are due at noon the day before class meets. All participants are then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.

- a. The Library of Congress has developed a digital primary source analysis tool for student use. Select one of the primary source formats below to analyze using the digital analysis tool. For each format, a set of questions guides you through the analysis (click on the question mark next to Observe, Reflect, and Question). Open the digital analysis tool here: <http://www.loc.gov/teachers/primary-source-analysis-tool/> and select your format from the drop-down menu.
- b. Click on a primary source below and analyze it using the digital tool.
  - Photograph: [One panoramic photograph showing Hanover Inn at right of picture and the Dartmouth College campus near centre of picture](#)
  - Map: [Bird's eye view of Portsmouth, Rockingham Co., NH](#)
  - Cartoon: [Forty-two keys to victory. One of America's foremost cartoonists comes through with a poster for the Office of War Information's \(OWI\) typewriter campaign as Dr. Seuss's typin' and Uncle Sam sounds the call for your typewriter.](#)
  - Manuscript: [Indian treaty signed at Portsmouth, New Hampshire, Image 5](#) (click on the image to zoom in and out)
  - Sheet Music: [My Old New Hampshire Home, 1898](#)
- c. When you are finished, download the form (the link is in the bottom right corner), and upload your analysis to the discussion forum. In the discussion board, respond to the following questions regarding your analysis.
  - Which primary source did you choose?
  - Were you surprised by the process of completing the analysis? If so, how and what surprised you?
  - How can students construct knowledge using primary sources?

### 3. Final Project Task

- Identify 2-3 possible topics for your final project. For each topic, consider which Library of Congress collection ([American Memory](#), [World Digital Library](#), [Primary Source Sets](#), etc.) you could use to locate primary sources related to your topic.
- Record your possible topic in a Google Doc.

**Optional:** Watch [Analyzing Primary Sources: Photographs and Prints](#) interactive module

### **Collaborate Session (January 23rd)**

- Stripling's model of inquiry
- Investigate Panoramic Map of Dover, NH & Lewis Hine photos of child labor in Dover-- Compare and contrast two different but related primary sources
- Zoom-In PowerPoint activity
- Introduce bibliographic organizer
- Reflect
  - What instructional strategies help students navigate stages of the inquiry process?
  - How can teaching with primary sources enhance and motivate student learning?
  - How can students construct knowledge from primary sources?



Noon Hour, Cocheco Mfg. Co., Dover, NH, Lewis Hine, 1909  
<http://www.loc.gov/pictures/item/ncl2004001544/PP/>

### **Week 3: Using Primary Sources in the Classroom**

In this session, participants will:

- Analyze a set of related primary sources in order to gain multiple perspectives.

This session addresses the following Common Core State Standards:

- ELA-literacy.4.RI.7: Interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears.
- ELA-literacy.4-5.RI.9: Integrate information from texts on the same topic in order to write to speak about the subject knowledgeably.
- ELA-literacy.6-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- ELA-literacy.6-12.RH.2: Determine the central ideas or information of a primary or secondary source.
- ELA-literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic.
- ELA-literacy.9-10.RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- ELA-literacy.11-12.RH.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### **Prior to Collaborate session**

1. Watch [Copyright and Primary Sources](#) interactive module
2. Watch [Finding the Persistent URL](#) video
3. **Discussion Board Post (Original post due Tuesday, January 29th at noon)**  
**NOTE:** All original posts are due at noon the day before class meets. All participants are

then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.

Investigate Fair Use: Print out a copy of the [Fair Use Check List](#) used in the online interactive module about [Copyright](#).

- Open up the [Prints and Photographs Online Catalog](#).
- Select any collection that interests you.
- Select one primary source from the collection you chose. Consider how you might use that primary source in your classroom and evaluate it using the [Fair Use Check List](#).
- Summarize your findings in this Discussion Board post giving the Title and the Reproduction Number.
  - When was your item created?
  - Is it in the public domain or copyrighted?
  - Would you make copies of your item? Link to it? Post it on a website? Why?

#### **4. Final Project Task**

- Of the 2-3 topics identified in week 1, select 1 topic for your final project.
- Select 3 primary sources related to your topic from the Library of Congress collections. Add these primary sources to your bibliographic organizer (links listed below).

#### **Collaborate Session (January 30th)**

- Questions on copyright and fair use
- How do/will you use primary sources in your classroom? What copyright issues do you need to be aware of?
- Examining related primary sources for multiple perspectives.
  - National Child Labor Committee Collection (Coheco Manufacturing Company)
- Examples of additional instructional activities
- Questions about final projects. What instructional activities are you considering?
- Reflect
  - What is the educational value of teaching copyright and fair use guidelines for primary sources?
  - How can using primary sources teach multiple perspectives of an event or issue?



Mt. Washington from the Ammonoosuc, White Mountains

<http://www.loc.gov/pictures/resource/det.4a08103/>

#### **Week 4: Finding & Selecting Primary Sources for the Classroom**

In this session, participants will:

- Justify conclusions about whether a source is primary or secondary based on the topic of study.
- Identify key considerations for selecting primary sources
- Access primary sources and teaching resources from loc.gov for instructional use
- Create a primary source-based activity that helps students engage in learning, develop critical thinking skills, and construct knowledge.

This session address the following Common Core State Standards:

- ELA-literacy.4.RI.7: Interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears.
- ELA-literacy.4-5.RI.9: Integrate information from texts on the same topic in order to write to speak about the subject knowledgeably.
- ELA-literacy.6-12.RH.2: Determine the central ideas or information of a primary or secondary source.
- ELA-literacy.6-8.RH.5: Describe how a text presents information.
- ELA-literacy.11-12.RH.5: Analyze how a primary source is structured.
- ELA-literacy.6-8.RH.6: Identify aspects of a text that reveal an author's point of view or purpose.

#### **Prior to Collaborate session**

1. Watch [Finding Primary Sources](#) interactive module
2. **Discussion Board Post (Original post due Tuesday, February 5th at noon)**

**NOTE:** All original posts are due at noon the day before class meets. All participants are then asked to read the comments made by their classmates and respond to at least two with additional resources, ideas, and questions.

Select a topic or keyword that is related to your final project topic. Try that topic/keyword with all the Search Engines at the Library of Congress listed below.

- [Global Search](#) (Use the format selection menu to select a primary source format such as map or photograph.)
- [American Memory All Collections](#)
- [American Memory Browse Search Option](#)
- [Prints and Photographs Division](#)
- [Advanced Google Search](#)
  - Type loc.gov in text box for "Then narrow your results by...site or domain."

In the discussion forum, describe your search results and what you have learned about searching for primary sources at the Library of Congress.

### 3. Final Project Task

- Create an instructional activity integrating 1-2 of the primary sources you added to your bibliographic organizer in week 3. Consider the following questions as you prepare your activity.
  - What Common Core State Standard(s) does this activity address?
  - Why and how did you select the primary sources for this activity?
  - How does your activity encourage critical thinking and help students construct knowledge?
- You will present your instructional activity during the week 4 Collaborate session on Wednesday, February 6th.

### Collaborate Session (February 6th)

- Search strategies--The Library of Congress and Google
- Sharing of final project instructional activities
- Reflection:
  - Why should I teach with primary sources?
  - How can I use primary sources to develop critical thinking skills in my students?
  - How can students construct knowledge from primary sources?

### **Final Instructional Activity**

- Polish and submit your final instructional activity by February 22nd.