



Fowler, T. M. & Moyer, J. B. (1897) Waynesburg, Greene County, Pennsylvania, 1897. [Morrisville, Pa., T. M. Fowler & James B. Moyer] [Map] <https://www.loc.gov/item/75696554/>

TPS BASICS: a Beginning Asynchronous Individualized Course of Study

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 six tutorials focus on Library of Congress features and tips for navigating. Tutorials 7-11 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. The tutorials may be used for independent professional development or educators may register with the TPS ER Program at Waynesburg University to complete the class asynchronously and receive feedback and a certificate of completion.

Read it and Write About it!

At the end of each tutorial, you will have the opportunity to go directly to [loc.gov](https://www.loc.gov) to read an article or blog and explore a special library feature. If you are taking this as an online professional development course for credit, you will be asked to write your reflections in a journal or on a discussion board for facilitator feedback. Your instructor will give you directions for how to post or email your reflections.

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.

Library of Congress Features and Navigation Tips

Tutorial 1 walks you through a tour of the [Teachers Page](#) to see the wealth of lesson plans, primary source sets and other resources selected or created for teachers and by teachers.

If you are new to the Library of Congress, the best place to start is the Teachers Page. Browsing through the outstanding selection of classroom materials made by teachers for teachers will orient you to the endless possibilities of digital primary sources and how to use them. You will find ready to use lesson plans, interactive presentations, themed resources, and primary source sets curated by the Education Outreach Department at the largest library in the world. You will also find primary source analysis tools which will be explained in Lesson 7.

Watch this [4.5 minute video, *LOC.gov for Teachers*](#) to get started.

Lesson Plans

You can find Library of Congress lesson plans on the Teachers Page that meet Common Core standards, state content standards, and the standards of national organizations. You can also search the lesson plan collection by topic and era. A favorite lesson plan from the Library of Congress is Mark Twain's Hannibal that compares Mark Twain's description of Hannibal, MO in *The Adventures of Huckleberry Finn* to a Panoramic Map of the town from the same time period. By analyzing a literary text and a historic map, students will discover how close Huckleberry's world was to reality.

Interactive Presentations and Activities

The Library of Congress Education Outreach staff has developed numerous online interactive presentations and activities that engage students with primary sources and help bring history alive in your classroom. *It's No Laughing Matter* introduces the persuasive techniques of political cartoons and helps students recognize bias in today's media. Cartoons in this Presentation are large and suitable for classroom projection and large group analysis.

Primary Source Sets and Student Discovery Sets

One of the most popular resources on the Teachers Page is the list of Primary Source Sets. Each set includes a Teacher's Guide with historical context, teaching suggestions, links to online resources, and printable pdf images for related primary sources. These packets are classroom ready. The Found Poetry primary source set begins with an analysis of a source document for historic understanding and then the retelling of the same story in poetic form.

Student Discovery Sets are i-books that put digital primary sources right onto iPads so students can zoom in, draw on, and conduct open-ended primary source analysis. Full teaching resources are available for each set.

Read About It

Read this blog post from the Library of Congress, [What makes a primary source a primary source?](#)

Write About It

What is a primary source?

The Library of Congress Teachers Page defines a primary source as "the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience."

Tom Bober, 2015-16 Library of Congress Teacher in Residence defines a primary source as a "document or artifact that is from the time period and is directly tied to the topic under study."

In the article listed above, *What makes a primary source a primary source?*, Cheryl Lederle points out that one source may be secondary when used for one purpose or study and become a primary source for a different topic of study. Most of us produce a variety of primary sources daily. These sources become the evidence of our lives that may someday be interpreted by future historians studying our culture and our time period. Name one primary source that you produced in the last 24 hours. What do you think a future historian will say about your life and your society if she finds this primary source that you created today? Email or post a reflection journal entry to your instructor with your reaction to this question.

Navigating the Library of Congress Website

Tutorial 2 demonstrates searching the Library of Congress home page using the Global Search first and then narrowing the search by availability, format, date, location, and subject.

The Library of Congress has a vast digital archive of primary and secondary sources in a variety of digital formats. Although not limited to American sources, there is a predominance of items from U.S. History from the early 1800s to the early 1900s. It can be challenging to navigate and search these vast archives. This is a brief tutorial on how to find specific digital treasures to use in your classroom.

Don't think this is like Google, where you can type in lots of words or phrases (including misspellings) and then arrive at encyclopedia like results. The Library of Congress does not use auto correct or spell check. Search by one keyword such as Lincoln or a very short phrase such as Lincoln Presidential Campaign 1860.

These two short videos created by the Education Outreach Department at LOC.GOV will introduce you to navigating the site.

- [Exploring the Library of Congress Web site.](#) This film highlights the Library's online collections and provides searching techniques to better navigate the Library's Web site. (3:36)
- [Planning a Search.](#) This short film introduces the search function of the Library of Congress Web site and offers suggestions for search terms. (2:21)

Read About It

When you complete a simple search on the Library's Home page, you can limit the search by format (i.e., map, manuscript, photograph) in the dropdown menu to the left of the search text box. When the results list appears, you will see a list of filters on the left hand side that can be used to narrow your search further. These filters include date, location, Part of (Collection or Exhibit) and Access Availability.

In addition to searching for primary sources from the LOC.GOV home page, the following blog entries will provide ideas for searching by standards and inside digital collections such as *Chronicling America* and *Today in History*. When you read about *Chronicling America*, be sure to scroll down and read the comments made by David Hicks, one of the TPS facilitators from Virginia Tech. The link given in the blog about *Today In History* will take you to the entry for the current date. It is also useful to search the entire [Today in History collection of 365 entries.](#)

- Searching by [Standards](#)
- Searching inside [Chronicling America](#)
- Searching the [Today in History](#) Collection.

An alternative to searching from the Library's home page is to use an Advanced Google Search that limits your search to one specific website. You do this by opening [Google](#) and typing your keyword or search phrase followed by site:loc.gov. Example: Trail of Tears site:loc.gov

This narrows your search to the Library's archives of primary sources and has the advantage of including only results that have been curated by expert librarians and educators.

Write About It!

Choose your own topic to search for in [loc.gov](#) and narrow the results by using the techniques shown above. Pick a topic that aligns with your local curriculum or personal interest. If you are having trouble coming up with a suitable topic, browse the list of topics in America's Story which was written by the Library Staff for younger students and follows predominant history and social studies curriculum. The section for [Meet Amazing Americans](#) will give you ideas for inventors, politicians, performers, activists and other everyday people who made this country what it is today. The section for [Jump Back in Time](#) will give you ideas for the different historic eras from Colonial Times to the Modern Era. Search for a keyword or phrase back on the [Library's Homepage](#) such as Women's Rights or Elizabeth Cady Stanton. Browse the results by list, grid, gallery, and slide show to explore further.

After searching from the [Library's Home page](#), try the same search by [Standards](#), [Chronicling America](#) and [Today in History](#). Then try an [Advance Google](#) search that limits the results to loc.gov. (Example: Trail of Tears site:loc.gov) Email or post a reflection journal entry to your instructor to answer this questions: What did you learn and what questions do you have about searching and navigating at the Library of Congress.

Copyright and Restrictions

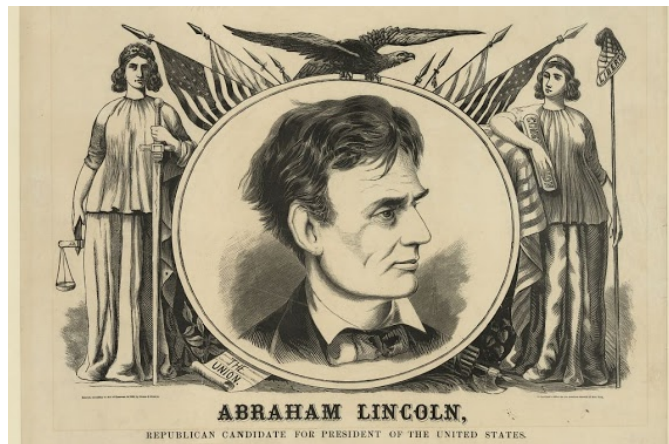
Tutorial 3 explains how to find the copyright restrictions for a primary source and how to properly cite the source in Chicago, APA or MLA style.

By clicking on the title of an item or the image itself in the search results list, you will open a Bibliographic Information page. From that page, you will be able to zoom and pan an enlarged image unless it is restricted by copyright. Copyright restrictions, if any, will be listed at the bottom of the Bibliographic Information page.

Bibliographic Information Page

The image and text below were taken from the Bibliographic page for the primary source titled, "Abraham Lincoln, Republican candidate for president of the United States." The information about the source is followed by a link that will take you to the Rights and Access page. You will find the phrase *No Known Restriction* for primary sources that are in the Public Domain. The citation link will display citations in the Chicago, APA and MLA styles. The APA citation for the image below is:

Baker & Godwin, E. (ca. 1860) Abraham Lincoln, Republican candidate for president of the United States. , ca. 1860. [New York: Published and for sale by Baker & Godwin, Tribune Buildings, N.Y] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003689297/> .



About this Item

Title Abraham Lincoln, Republican candidate for president of the United States

Summary A print for a large campaign banner or poster for Republican presidential candidate Abraham Lincoln. It features a central roundel with a bust portrait of the candidate, flanked by standing deities Justice and Liberty. Justice (left) holds scales and a sword, while Liberty (right) holds the Constitution and a staff with Phrygian cap.

Contributor Names Baker & Godwin, engraver

Created / Published [New York] : Published and for sale by Baker & Godwin, Tribune Buildings, N.Y., c1860.

[Saving images and recording citation information](#)

If an image displays in a large format, you can download it yourself. (Some images display only as thumbnails outside the Library of Congress because of rights considerations, but you have access to larger size images on site.) The larger images may be downloaded, printed and projected in a classroom under the Educational Fair Use clause. For publication or commercial use, you need to consult the Rights and Access section on the information page for each individual source. This includes publishing on your personal or school website.

Most downloadable images give options of file types for saving such as gif (low resolution), jpeg (medium to high resolution), or tiff (high resolution). Medium resolution images are fine for screen displays but higher resolution images are best for printing.

You may bookmark your links as you go in a browser or copy and paste them into a spreadsheet such as the [Google Doc template](#). Click on the image to open. Then select file to download as a Word.Doc or a PDF.

This organizer has space for Title, Date, Exhibit or Collection, and URL. Recording either the exact title or the URL will enable you to get back to the original finding. It is best, however to include both just in case there is a typo in one or the other column. Recording the Collection or Division will assist you in looking for related sources.

[Sample Bibliographic Organizer link](#)

Watch It!

The short video, *Copyright Quick Check* will introduce you to Section 110 of the copyright statute, which offers educators latitude in using materials during face-to-face teaching activities.

https://www.youtube.com/watch?time_continue=4&v=aMEQYbwquQg

Write About It!

Email or post a reflection journal entry to your instructor to answer these questions about one primary source that you have found at loc.gov.

- Copy and paste the APA citation if available. You will find it at the bottom of the Bibliographic Information Page under "Cite this item."
- Does the primary source have a high-resolution image that you can display in the classroom?
- Was the source created before 1923?
- Was the source created by a government employee?
- Are there any copyright restrictions for this source?
- Can you copy and distribute this source in your classroom under Fair Use or should you link it to loc.gov?

Exhibitions

Tutorial 4: Both current on site exhibits and archived past exhibits are a great place to look for primary sources selected by the Library's expert staff to reflect a specific topic. One exhibit to consider is [Jacob Riis: Revealing “How the Other Half Lives”](#).

At the bottom left of the Library's [home page](#), you will see a link to [More Exhibitions](#) that will take you to the Exhibitions Home Page. This page includes both current exhibits that may be explored on site at the Library of Congress and all past exhibits, which have been archived as digital exhibits. Searching the Exhibitions and Digital Collections takes you one layer down from the Global Search.

There are three advantages to searching inside the Exhibitions Home Page. First, these primary sources have been selected and curated by some of the best educators and librarians in the country giving you a jump-start in your own search. Second, primary sources found in Exhibits will generally display as large images that may be copied or downloaded for classroom use.

Sometimes searches from the loc.gov home page will take you to sources with a copyright restriction stating, "Full online access to this resource is only available at the Library of Congress." On the other hand, a search in Exhibitions using the exact title often results in a larger image that may be downloaded. A third advantage is that Exhibitions include secondary source information that places the primary sources within a historic and cultural context.

Political Cartoon Example

Recently, in a search for a political cartoon about President Obama from the Global Search engine at loc.gov, [Image A](#) shown below was discovered in Prints and Photographs. A second search on the [Exhibits Home Page](#) for an Obama Cartoon revealed an Exhibit titled [Timely and Timeless Recent Editorial Cartoons](#) that included [Image B](#).

The first result displayed a thumbnail image only with this comment: *Full online access to this resource is only available at the Library of Congress.* The second result from the Exhibits homepage was classroom ready! If you click on the thumbnail image on the Exhibit page to enlarge it, you will find a printer icon in the bottom right hand corner that enables you to print or save a pdf version of this image, which works well on a computer screen or a classroom smartboard.

[Image A: Prints and Photographs Division](#)

<https://www.loc.gov/item/2011647560/>

[Image B: Timely and Timeless Exhibit](#)

<http://www.loc.gov/exhibits/timely-and-timeless/recent-editorial-cartoons.html#obj3>

Manuscript Example

A search for Grace Bedell, the little girl who encouraged Lincoln to grow his whiskers on the Exhibitions home page resulted in a treasure trove of primary sources mentioned in the book, Mr. Lincoln's Whiskers. There was a letter from Grace to Lincoln and his reply back to her. There was a campaign poster from 1860 showing portraits of Lincoln and Hamlin. There was also a railroad

map and a newspaper article depicting the whistle stop near Grace Bedell's hometown where Lincoln greeted Grace with a kiss.

https://www.loc.gov/exhibits/lincoln/interactives/journey-of-the-president-elect/feb_16/index.html

Read About It!

The Teacher Blogs listed below describe ways that teachers can use the primary sources displayed in online Exhibits in a classroom. Browse these blogs and follow their links to remarkable treasures to augment your inquiry teaching.

- [Learning how the other half lives with Jacob Riis at the Library of Congress](#)
- [Discovering Elements of Urban Culture in America at the Turn of the Twentieth Century from a Children's Book](#)
- [Women Documenting History: Primary Sources from the Library of Congress on Women Photojournalists](#)
- [Selecting and Using Primary Sources With Difficult Topics: Civil Rights and Current Events](#)

Write About It!

Use one of the three Exhibits highlighted above or search within the [Exhibitions](#) section at loc.gov for a different topic of personal interest or from your local curriculum. Look for both primary and secondary sources that did not appear in your original search from the loc.gov home page. Also look for larger images that may be copied and downloaded for classroom use under the Fair Use guidelines. Email or post a reflection journal entry to your instructor to answer this question: What did you learn and what questions do you have about searching and using Exhibition primary sources in a classroom or PD workshop?

Collections

Tutorial 5 takes you even deeper into the Library's archives so you may narrow your search by theme. Collections often include articles and essays written by experts in the field that provide historic context for primary sources.

Overview

Right below the banner image on loc.gov, you will see a list of links to special features. [Digital Collections](#) will be the second link. The Library of Congress has made digitized versions of collection materials available online since 1994, concentrating on its most rare collections and those unavailable anywhere else. To search across all collections, click on the Home Page link for Digital Collections. It is also helpful to pick a specific collection and drill down one more level.

In Digital Collections, you can view maps & photographs; read letters, diaries & newspapers; hear personal accounts of events; listen to sound recordings & watch historic films. The digital collections used most frequently by teachers in TPS ER workshops are [Chronicling America: Historic Newspapers](#), [Panoramic Maps](#), [Detroit Publishing Co.](#), [National Child Labor Committee](#) and [America's Story for Kids](#). The value in searching in a specific Collection is that you will discover essays and featured selections by the Library of Congress staff who work with that collection every day. In Chronicling America, for example, you will find a link to recommended topics where newspaper articles from one topic such as the [Johnstown Flood Disaster of 1889](#) are listed. You will also find secondary commentary to establish context for the primary sources.

Oral History Example

[Did We Overcome Yet?](#) is a C3 inquiry developed in 2015 with items from the Folk Life Collection. That collection contains 134 video interviews of Civil Rights Activists such as the one of Ruby Sales. This version of the interview included a downloadable and searchable transcript pdf file. Transcripts give teachers the option of searching for a specific topic or keyword phrase such as "Protest Music" or the "Children's March" within the interview and using that for a lesson focus. The collection includes [articles and essays](#) that teachers and students may use for context. This site also guides researchers to collections in several Library divisions that specifically focus on the Civil Rights movement as well as the broader topic of African American history and culture. <https://www.loc.gov/exhibits/civil-rights-act/multimedia/ruby-sales.html>

Read About It!

The Teacher Blogs and Digital Collection essays listed below will give you the inside scope for Library of Congress Collections that are particularly useful for teaching inquiry with primary sources. The comments that previous readers have posted under the blogs are also very informative.

- [Finding Treasures in an Archive of Historical Newspapers: Chronicling America](#) a Teacher Blog
- [Beyond the Bus](#) an essay about the Rosa Parks Collection
- [Songs of America Collection](#) a Teacher Blog
- [The Liljenquist Family Collection of Civil War Portraits](#) a Teacher Blog
- [America's Library: A Collection of Primary Sources for Younger Students](#) a Teacher Blog

Write About It!

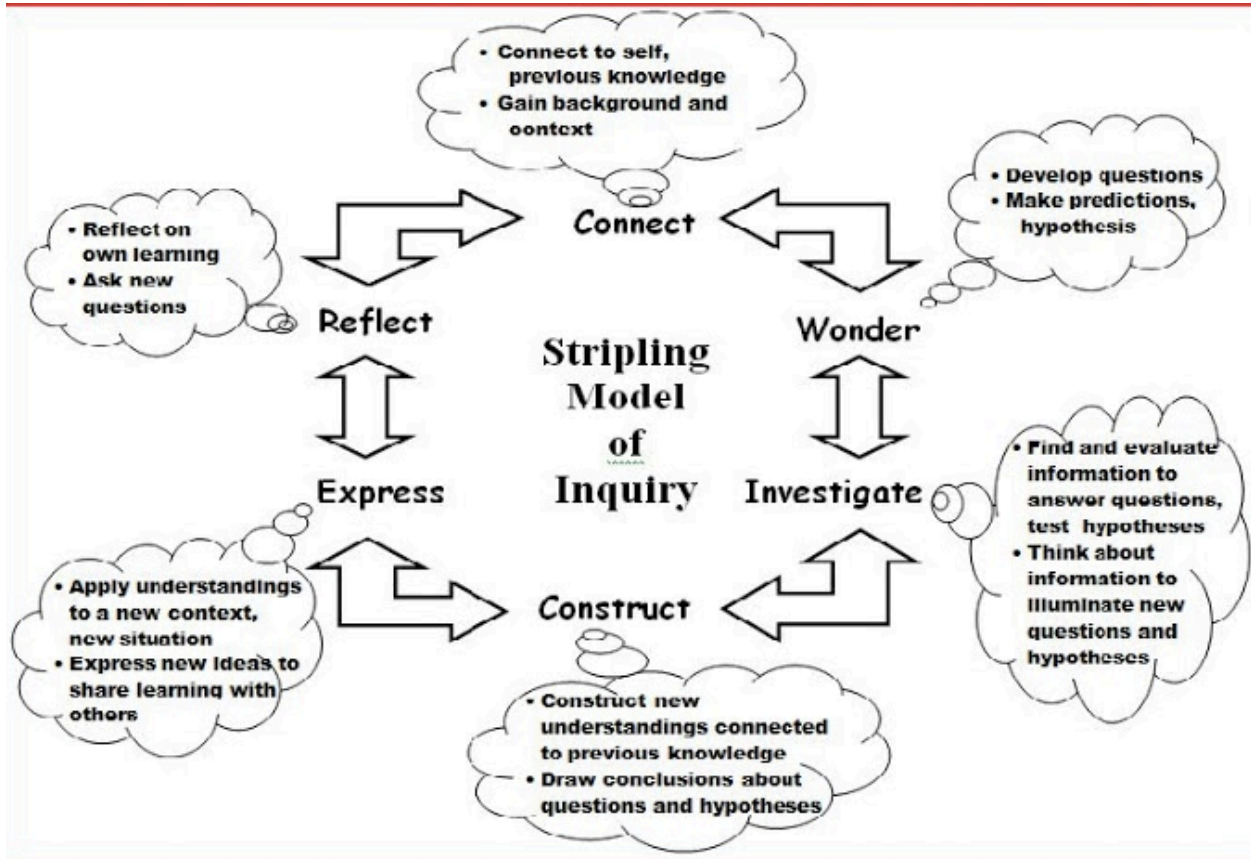
Explore one of the five collections described in the Overview paragraph below or search within the [Digital Collections](#) section at loc.gov for a different collection topic that aligns with your local curriculum. Check out the Teacher Resources that are sometimes linked in the left menu of a collection. Also, browse the Articles and Essays that are linked at the top of a Collection Home Page for secondary information and Teacher Resources. Email or post a reflection journal entry to your instructor to answer this question: What did you learn and what questions do you have about searching and using primary sources from the Digital Collections in a classroom or PD workshop?

Supporting Inquiry with Primary Source

Tutorial 6: Discover how primary sources are used throughout the inquiry cycle in this series of short classroom video clips depicting New York City PS 153 teachers and students.

Overview

The video clips listed below were filmed at the New York PS 153 School during a unit on the New York Civil War Draft Riots. Each video clip represents one of the phases in the Stripling Model of Inquiry.



[Inquiry & Primary Sources Overview \(3.5 min\)](#)

Using primary sources with inquiry empowers students to ask their own questions, construct their own understandings, draw conclusions, create new knowledge, and share the knowledge with others. Watch Barbara Stripling discuss why primary sources are essential to the inquiry process.

[Wonder \(2 min\)](#)

Students develop focus questions to guide their investigations while wondering during the inquiry process. Jacqueline Brathwait guides students in a discussion on what they already know about the Draft Riots and support them as they begin to develop questions for further exploration.

Connect (4.5 min)

Primary sources can be used during the initial phase of inquiry to open students' minds to the possibility of interpreting and questioning an information source. Shelly Sanderson uses a map to connect the students to the topic in order to gain background knowledge and context about the events of the New York Draft Riots.

Investigate (6 min)

When investigating, students evaluate information to answer questions and test hypotheses. Watch as Earnestine Sweeting has her students use the Library of Congress primary source analysis tool to further investigate events from the New York Draft Riots.

Construct (4 min)

The most challenging part of any teaching practice is to have students construct knowledge. Teachers must guide students to organize and draw conclusions from information they have found, to confront conflicting ideas and form their own evidence-based opinions, and to be ready to take a stand and defend it. Watch as Shelly Sanderson's students construct new understanding by using evidence from photographic images of New York City.

Reflect (3 min)

Inquiry is a cycle. Reflection is embedded throughout the inquiry process, but it is especially important at the end of a learning experience for students to think about what they have learned about the topic or idea and about inquiry itself. This video shows what new understandings and perspectives the students share with Jacqueline Braithwaite.

Read About It!

This article, *Teaching Inquiry with Primary Sources* was written by Barbara Stripling, former president of the American Library Association. It will explain the inquiry cycle that is at the heart of TPS inquiry learning strategies.

Write About It!

Email your instructor or post a reflection journal to answer the questions below.

1. Examine the Stripling Model of Inquiry in the image above. What did you notice first and why do you think it is important for classroom teachers today?
2. Select one primary source from the Library of Congress [Primary Source Sets](#) and think about how you would use it to demonstrate one or more of the six phases of the Stripling Inquiry model to K-12 students or teachers in a PD workshop.

Strategies Using Primary Sources

Tutorial 7: The Library of Congress Education Outreach department created an interactive analysis tool aligned with the Stripling Model of Inquiry for student use, along with teacher guides to various types of primary sources.

Analyzing a Primary Source

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone after the time under study.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Watch this 2 min video titled [Analyzing a Primary Source](#) produced by Library of Congress Education Outreach staff for a short tutorial on how to use the [Analysis Tool](#).

Read About It!

This collection of [blog posts](#) from *Teaching with the Library of Congress* will give you teaching ideas for using the Observe, Reflect and Question sections within Library of Congress Analysis Tool. On this [webpage](#), there are links to downloadable pdf versions of this Analysis Tool designed to be used with different primary source formats such as newspapers, movies, political cartoons, maps, and books.

Write About It!

After exploring each section of the Classroom Materials page, choose one resource (from one of these sub-pages: Primary Source Set, Lesson Plan, Presentation or Activity, Themed Resource, or Collection Connection) that aligns with your interest, local curriculum, or standards. Then use the [Online Analysis Tool](#) to record your observations, reflections, and questions as you analyze one primary source. Note: At the top of the Analysis Tool, you may choose to select the specific format of primary source and see prompts specific to that format, or you may use the generic form.

Email your completed analysis tool to your instructor by clicking on the Email link in the bottom right corner of the online analysis tool. Email your instructor or post a reflection journal entry to answer this question: How can you use this analysis tool with students?

Hide and Seek on Mulberry Street

Tutorial 8 introduces a strategy that asks students "jump into" a 1900 street scene and discover history from a personal perspective.

Watch this brief video from the Library of Congress, [The Power of Images](#) that provides an overview of image collections from the Prints and Photographs Division.

Images are powerful tools for teaching time and place. The inquiry strategy, [Hide and Seek on Mulberry Street](#), uses a familiar childhood game to help students identify details and determine context. Students are asked to jump into a picture and experience history in the first person.

The Library of Congress has 49 photographs of Mulberry Street taken around 1900 in Lower Manhattan. The most famous image is the one at the right but the other 48 in this [gallery from Prints and Photographs](#) will expand student understanding of the Progressive Era. To delve even deeper into Mulberry Street, take a look at a brief film clip from the exhibition, [Move On](#). This film was created shortly after the photograph of Mulberry Street was made, also on New York's Lower East Side.

Read About It!

Read these two blog posts to learn more:

1. [Hide and Seek on Mulberry Street with the Library of Congress](#), September 20, 2013
2. [Learning "How the Other Half Lives" with Jacob Riis at the Library of Congress](#), June 2, 2016

Write About It!

Search the [Prints and Photographs Division](#) for an image rich in detail and copyright free that can be aligned with your curriculum or interest. 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. Describe the detail in an email to your instructor or journal post then reflect on the potential this strategy has for classroom use in your school or work place.

Circle or Viewpoints

Tutorial 9: This strategy was adapted by the TPS Eastern Region staff using one of Project Zero's visual thinking routines. It supports students as they look at historical events through different perspectives.

Overview

The [Circle of Viewpoints](#) is a visual thinking routine developed by Harvard's Project Zero project. When used with primary sources, it becomes a scaffold that supports students in their inquiry journey.

Example

One of the Library of Congress 2016 Summer Workshops focused on the [Jacob Riis Exhibit](#), which at that time was displayed in the Jefferson Building. Participants saw and touched primary sources related to Jacob Riis's life and times. During the class discussion time, a newspaper article, [Flashes From The Slum](#) written by Jacob Riis, was analyzed using the Circle of Viewpoints routine.

The participants brainstormed a list of different perspectives described in this report and the names of the groups of people who would have voiced these perspectives were listed in a circle around the document. Immigrants, women, policemen, businessmen, and landlords were among those listed. Participants were then asked to assume the role of one of these perspectives and imagine how they would have felt reading the article.

It was an emotional learning activity and at first, some participants were not comfortable taking on the role of a person that they found despicable. Gradually, and with gentle prodding from the facilitators, participants stretched their thinking and began to see the world of Jacob Riis through different lenses.

The [Jacob Riis Exhibit](#) is available now online for students anywhere to experience "How The Other Half Lived" in the Manhattan Tenements in the early 1900s.

Read About It!

- [Visual Thinking Core Routines](#)- An overview from [Project Zero](#)
- [Circle of Viewpoints](#) - An explanation of one of the Core routines.
- [Selecting and Using Primary Sources with Difficult Topics](#): Using Circle of Viewpoints with Library of Congress Primary Sources, April 5, 2016.

Watch It!

This 10 min video is a reproduction of a magic lantern or slide show once given by Jacob Riis. The images are taken from his collection. The narration is by a contemporary actor but the script was taken directly from Jacob Riis's notes. As you watch the video, imagine the different types of people who would have been sitting in the audience when Jacob Riis gave the lecture.

A Layman's Sermon: Jacob A. Riis on How the Other Half Lives & Dies

<https://www.youtube.com/watch?v=K3NwFB9zuF8>

Write About It!

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. Email your reflections to your instructor or post a journal entry.

1. **I am thinking of** ... the topic... **From the point of view of** ... the viewpoint you've chosen
2. **I think** ... describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint
3. **A question I have from this viewpoint is** ... ask a question from this viewpoint
4. **Wrap up:** 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?

Reading Portraits

Tutorial 10: This tutorial applies the National Portrait Gallery's suggestions for Reading Portraits to two collections of portraits at the Library of Congress, [Presidents and First Ladies](#), and the [Van Vechten Collection](#).

Overview

The Library of Congress has a large collection of portraits of famous Americans but these images are more often used to illustrate history rather than to inform. Reading Portraits is a strategy to support students in analyzing a portrait or any piece of art to find clues to the person, place, and time period of the portrait.

The National Portrait Gallery has identified the following seven attributes for students to look for when analyzing a portrait: sitter, symbols, attributes, clothing, artist, setting, and time period. Some of these attributes may be found by merely looking at the portraits. Others may require the Bibliographic Record, Title, and Notes.

"READING" PORTRAITURE AT A GLANCE

The two key elements to reading portraits are looking and analyzing.

LOOKING

Sitter

Describe the sitter's pose.

Symbols

What objects are seen in the portrait?

Adjectives

Use adjectives to describe the sitter.

Clothing

What clothing is the sitter wearing?

Medium

What medium was used to create the portrait?

Setting

What is the setting of the portrait?

Time Period

In what period of history does the portrait appear to be set?



ANALYZING

Sitter

Who is the sitter? Why is this sitter significant to American history?

Symbols

What might the objects tell us about the sitter?

Attributes

What personal qualities might we attribute to the sitter based on the portrait?

Clothing

What might the sitter's clothing tell us about the sitter's profession, personality, social status, or place in history?

Artist

Who is the artist? Why is the artist significant?

Setting

What might the portrait's setting tell us about the sitter?

Time Period

When was the portrait created? What was going on in history when the portrait was created?

<http://www.npg.si.edu/docs/reading.pdf>

Example

During the 2016 presidential campaign, the TPS Eastern Region Program used the Reading Portraits strategy at an Elementary Teacher Workshop for the Pittsburgh Diocese. Two portraits of Lincoln during the 1860 campaign were used to analyze the book, *Mr. Lincoln's Whiskers*.

Teachers worked in small groups of 2-3 to answer [questions](#) projected on the classroom screen. After the groups had "read" the portraits closely, they were polled to see which of the portraits they liked the best. One portrait was of the bearded Lincoln and one was the clean-shaven Lincoln. This set the stage for reading the children's picture book, *Lincoln's Whiskers*, aloud and using other Library of Congress primary sources to corroborate this delightful fictional account of a historic event. These extension activities were inspired by [Book Backdrops](#), a Library of Congress PD Module.

Read About It!

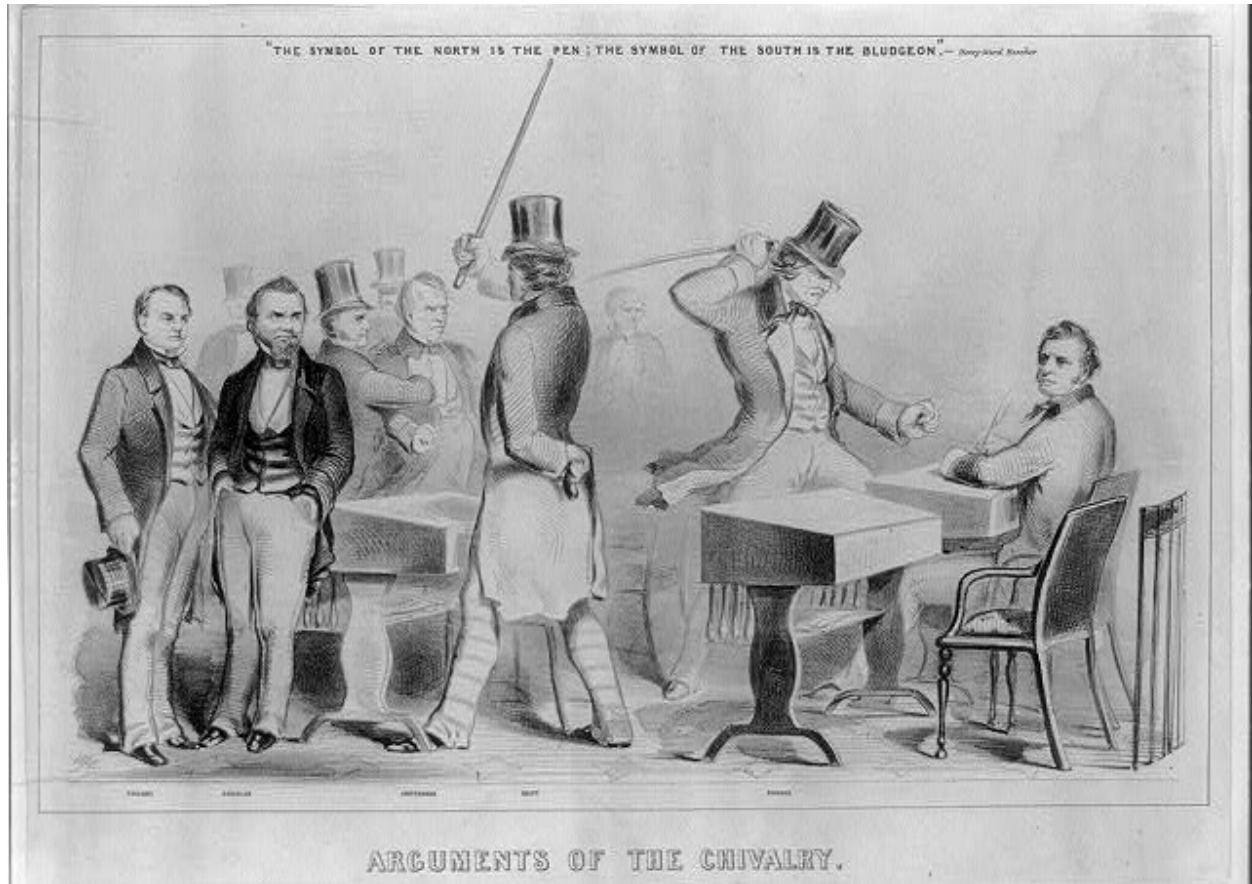
1. Smithsonian National Portrait Gallery: ["Reading" Portraiture Guide for Educators](#) includes definitions and question prompts for students to use when analyzing portraits.
2. [Reading Portraits: Analyzing Art as a Primary Source](#) March 15, 2016 by Tom Bober
3. [Book Backdrops](#) - A Professional Development Module to download and use.

Write About It!

1. Browse the portraits from the 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. Send an email to your instructor or post a journal entry in response to these questions:
 - List several portraits or photographs that you think would work well for the *Reading Portraits* strategy.
 - Why did you select the ones you did?
 - Explain how you would use them in a classroom or PD workshop.

Question Formulation Technique (QFT)

Tutorial 11: A strategy for turning the inquiry process upside down by giving students the power to ask their own questions using a primary source as a Question Focus.



Bufford, J. H. & Homer, W. (1856) Argument of the Chivalry. , 1856. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2008661576/>

The artist recreates the May 22 attack and severe beating of Massachusetts senator Charles Sumner by Representative Preston S. Brooks of South Carolina.

Overview

The [Right Question Institute](#) has developed the QFT or Question Formulation Technique to help all people ask better questions and participate more effectively in key decisions. When applied to the classroom, students become question-askers, sophisticated thinkers, and self-directed learners. When teachers use primary sources as the Question Focus, their students become actively engaged in determining their own path of inquiry.

Examples

The QFT may be used at the beginning of a lesson as a way to introduce a concept or bridge the gap between history and the present. It may also be used at the end of a lesson as a summative

assessment. The QF, or Question Focus, may be a primary source such as the image above that depicts the *Caning of Senator Sumner* or a statement such as *Questions about racism during the Civil Rights Era and now*.

In 2015, Greg Giardina, an 8th grade social studies teacher in Pittsburgh and a TPS Eastern Region facilitator, taught a C3 Inquiry, [Have We Overcome Racism Yet?](#) This inquiry used oral history videos from the Library of Congress Civil Rights History Project as the featured primary sources. The C3 Inquiry cycle ends with a Taking Informed Action task as a way to prepare students for civic action.

In preparation for the Taking Informed Action task, Greg asked his students to use the QFT to brainstorm questions about racism to use in a live interview with a local Civil Rights activist. The students worked in small groups of three and came up with the most amazing informed questions using the [QFT small group worksheet](#). The interview with [Dr. Nelson Harrison](#) was recorded and uploaded to the StoryCorps website and has been archived at the Library of Congress for preservation.

Watch It!

Watch a section of the video, [Teaching students to ask their own questions](#), starting at 6:30 and ending at 24:10 in which Dan Rothstein of the Right Question Institute introduces the QFT and shares classroom examples.

Read About It!

[Questions, Frameworks, and Classrooms](#) by John Lee, Kathy Swan, SG Grant, Dan Rothstein and Luz Santana

Write About It!

Send an email to your instructor or post a journal entry to share your reflections about the following questions:

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.

TPS Teachers Network

Tutorial 12: This tutorial will walk you through the steps for joining our national TPS network to exchange ideas and find new resources for teaching with primary sources.



Watch It!

Open the video below to see an overview of the TPS Teachers Network, a password-protected professional learning community focused on improving instructional practice and impacting student learning through the use of Library of Congress primary sources. TPS-affiliated educators are able to connect, share, and engage with like-minded professionals and experts in the field. Join the TPS Teachers Network today! <https://www.youtube.com/watch?v=8Eolxlanlqk>

Contact:

Teaching with Primary Sources Eastern Region directed by [Barbara Kirby](#) at Waynesburg University