LIBRARY OF CONGRESS TEACHING *with* PRIMARY SOURCES

Professional Development Providers Institute

Teaching with Primary Sources Eastern Region

Rentschler, F. (1938) A road to future success - learning Free: Enroll - Federal adult schools: Many courses - many places - informal teaching. Columbus Ohio, 1938. Columbus, Ohio: Federal Art Project. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/98517059/.

Provided by
TPS Eastern Region at Waynesburg University
Barbara Kirby, Director

Overview

The TPS Professional Development Providers Institute was developed for educators who lead professional development for colleagues. The course prepares educators to plan, customize, and deliver high-quality professional development events that support teachers in utilizing primary source materials from the Library of Congress digital archives to strengthen students' thinking and learning skills, as well as understanding specific content.

PDPI begins with a comprehensive introduction to the teaching resources available through the Library of Congress website, loc.gov. Participants engage as active learners with primary sources through a variety of individual, paired, and small group learning activities that are easily adaptable for K-12 classes. Adult learning strategies are integrated throughout the course, preparing participants to guide fellow educators in supporting the development of students' historical thinking and critical analysis skills.

Course Format

This course follows the "flipped classroom" model which shifts instruction from the teacher to the learner. Content is "delivered" outside of class via online videos and journal articles leaving class time to engage participants in collaborative in depth inquiry and discussion. There will be six one-hour live webinars scheduled weekly. Before each session, participants complete 1-2 hours of assignments individually. The assignments include readings, videos, a Blackboard online discussion forum, and journal postings.

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- Blackboard Discussion Board Postings
  Participants respond to one or more questions related to the assigned readings/videos in the class Discussion Board. These weekly posts are made **at least 48 hours before the Collaborate classroom session** so that other classmates and facilitators can read and respond.
- PD Activity Journal Postings
  In preparation for the final project (A professional development activity), participants are asked to post about the weekly progress they are making on their Final Project, a PD Activity. Course facilitators will provide feedback in the journals and the space will also be used for peer review of activities by course participants.
- [TPS Teachers Network](#)
  Participants build a profile on the TPS Teachers Network, a national learning community of TPS partners, teachers, and Library of Congress staff.
- Blackboard Collaborate Live Session
  A live webinar is conducted one hour each week. Facilitators will model strategies for finding and analyzing primary sources from the Library of Congress and demonstrate inquiry-based learning activities. Participants will be actively involved in the inquiry process and will have opportunities to share and ask questions about their own Professional Development projects.

Goals

The goals for this workshop follow the guidelines of [Learning Forward](#), the International Association of Learning Educators (Formerly NSDC: National Staff Development Council). This means that participants who are educators will become learners during this workshop and will be actively involved in the inquiry process. We believe that being an active student in the inquiry process is the best way to prepare for teaching inquiry to other educators.

- [Leadership](#)
  Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- [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.

Standards for Social Studies and History Teachers

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.

National Board Teacher Certification Standard 7
Accomplished teachers pursue professional growth activities and experiences to develop themselves, their colleagues, schools, and districts, and to benefit the larger field of

education.

Professional Development Activity / Final Project (25 CEU Hours)

Participants create a professional development activity introducing Library of Congress resources to the targeted audience for their TPS Grant Project or another PD audience. The activity should include the following:
- Audience (grade levels, administrators, curriculum directors, teachers, etc.)
- Goal
- Objectives
- List of Library of Congress resources you will focus on (i.e., Prints and Photographs, Teachers Page, Lesson Plans, Primary Source Sets, etc.)
- Essential (Investigative) Question
- Standards alignment (CCSS, NCSS, C3, ISTE, and/or relevant academic standards)
- Description of procedure (Step-by-step procedure and activities you will use to introduce TPS and LOC.GOV.)
- Projected timeline for implementation

See the PD Activity Template, available in the course Blackboard site, for a full outline of the expectations of this assignment (http://tps.waynesburg.edu/documents/1180-tps-pd-activity). If you are a TPS Grant recipient, it is not our intention that this PD Activity cover the entire scope of your TPS Grant Project. It can be the introduction or one of the learning activities that you can later implement into your overall project.

PD Activity Implementation & Follow Up (10 additional hours)
- Lead PD session/ Coach colleague(s)
- Reflect/revise/submit report

Library of Congress, Photo by Jennifer Hanson, 2012

Session # 1: Introducing the Library of Congress

Standards for Teachers & Coaches
ISTE Standards•T.3.d: Model and facilitate effective use of current emerging tools to locate, analyze, evaluate, and use information resources to support research and learning.
Goal
Understand the purpose, scope, and organization of the Library of Congress digital collections of primary sources.
Objectives
● Explore resources from the Library of Congress Teachers Page.
● Apply knowledge of primary source materials and inquiry methods to your work as a professional development provider/leader.
Essential Question
What does the Library of Congress offer your teachers/colleagues?

Prior to Week 1: (Independent Learning Activities: 1-2 hours)
1. **Set-up Collaborate Live (5 min.) *This is very important!***
    o Check the computer requirements that were sent to you in the login email and make sure your headset is plugged into the computer.
    o Login to Blackboard and open the Collaborate Live section. Click on the title to open.
        PC Directions
        • You will be asked if you want to keep or discard the Collaborate session file. Click on Keep in the bottom left corner of your screen.
        • Next click Join. Then click Run.
        • You will be asked to select your internet speed (Wireless or Cable or LAN). *Please use a wired connection if possible*.
   **MAC Directions**
        • Click Join Room.

- Click <u>Save</u> in the next pop-up menu to save the launcher file called "meeting.collab".
- The "meeting.collab" file will appear at the bottom of your screen. <u>Double click</u> to open.
- Click <u>Run</u> in the next pop-up window.
- You will be asked to select your internet speed (Wireless or Cable or LAN). *Please use a wired connection if possible*.
  - Once the Collaborate session window has opened, select <u>Tools</u> in the top menu bar.
  - Select <u>Audio</u>, then <u>Audio Setup Wizard</u>. Follow the screen prompts to test your headset*.

2. **Watch the videos and read the Teacher Blog from the Library of Congress linked below.**
   a. [Introductory Video](#) The Library of Congress is a treasure house of American creativity. Curators and experts from the Library staff describe the breadth and depth of the Library's collections and services, in this 8-minute video co-produced with the History Channel.
   b. [Primary vs Secondary Sources](#) This 4-minute film defines primary and secondary sources and explores the value of using primary sources in instruction. Follow the "Mind Walk" described in the video and be prepared to differentiate between and provide examples of primary sources and secondary sources represented in your daily activities during our live Collaborate Session. *What might a future historian say about your life and society if she finds these sources?*
   c. [What makes a primary source a primary source?](#) A Teacher blog that defines not only what a primary source is but when a source is primary.

During Collaborate Live Session: (5:30 to 6:30 pm)
- Introductions
- Collaborate Live Overview
- Course Expectations
- Discussion of Independent Learning Activities (completed prior to session)
- Hands-On Application Activity: Primary Source Inquiry
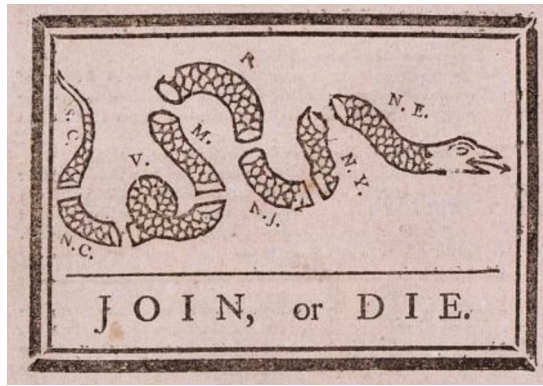
Join, or Die. Benjamin Franklin, 1754

Session # 2: Exploring the Library of Congress Teacher Resources

Standards for Teachers & Coaches
ISTE Standards•T.3.d: Model and facilitate effective use of current emerging tools to locate, analyze, evaluate, and use information resources to support research and learning.
Goal
Understand how the Library of Congress digital collections and other resources can be applied to teacher professional development.
Objectives
- Explore the various Library of Congress features that target children and teachers.
- Understand issues of copyright and fair use.
- Identify opportunities for introducing Library of Congress resources to educators.

Essential Question
How will you educate your colleagues about Library of Congress resources and copyright/fair use issues?

Prior to Week 2: (Independent Learning Activities: 1-2 hours)
1. **Watch these short videos and read these LOC Teacher Blogs:**
   o [Loc.gov for Teachers](#) (4.5 min)
   o [Shortcuts to Primary Sources](#) (2 min)
   o [Prints and Photographs at the Library of Congress](#) (5 min)
   o [Copyright Quick Check](#) (2 min)
   o Blog: [Resources for Getting Started with Primary Sources](#)
   o Blog: [The New LOC.gov Home Page: Tips for Teachers](#)
2. **Explore the Teachers Page feature assigned by the instructor.**
   o Be prepared to share the highlights of that feature with your classmates during this week's live Collaborate Session.
   o Teachers Page Features
     - [Lesson Plans](#)
     - [Themed Resources](#)

- Primary Source Sets
- Presentations & Activities
- Collection Connections
  - Pick one person, place, or historic event highlighted in the feature to search for later in the Prints and Photographs section of the Library of Congress.
3. **Discussion Board**
   Open the Prints and Photographs section of the Library of Congress. Search for the person, place, or historic event that you selected when exploring the Teachers Page. Select a primary source from Prints and Photographs that relates to your subject.
   - **Citation Information:** From the Bibliographic Information page (*About This Item*) for the primary source you selected, list the following that would be used in a citation for this source.
     - Title
     - Date created or Published
     - Author or Creator
     - Collection
     - Bookmark or URL
   - **Copyright Status:** *Was the primary source you selected published before 1923? Was it produced by a government employee? Is the primary source available to download as a high-resolution image suitable for classroom use?* If you answer no to one or more of these questions, complete the Cornell University Fair Use Checklist and explain your findings about this primary source. *Are you comfortable using this primary source in a classroom or professional development setting? Why or why not?*
4. **PD Activity Journal**
   For the final project in this class, you will create a professional development activity designed to introduce Library of Congress resources to your audience. In your Journal Entry this week, list 3 possible topics or themes you would like to use for your final project. The course facilitators will provide feedback as you develop your final project.

During Collaborate Live Session: (5:30 to 6:30 pm)
- Q&A About Copyright and Fair Use
- Share about Library of Congress Teachers Page Features
- Review Professional Development Resources from the Library of Congress
  - Build and Deliver PD Activities
  - PD How-To Videos
  - Teachers Blog
  - TPS Teachers Network
  - TPS BASICS
- Hands-On Application Activity: TPS Inquiry Strategies

American Memory   Prints & Photographs   Historic Newspapers

[Library of Congress](#)

Session # 3: Teaching about LOC.GOV (Finding & Searching)

Standards for Teachers & Coaches
ISTE Standards•T.3.d: Model and facilitate effective use of current emerging tools to locate, analyze, evaluate, and use information resources to support research and learning.
ISTE Standards•C.3.b: Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.

Goal
Discover the value of teaching educators to use multiple search strategies at the Library of Congress.

Objectives
● Experiment with global search strategies for finding primary sources from within and from outside the Library of Congress.
● Implement search strategies for digging deeper inside the Library Collections.
● Describe/discuss core concepts of adult learning theory.

Essential Question
How will you teach educators to successfully search for and find Library of Congress resources?

Prior to Week 3: (Independent Learning Activities: 1-2 hours)
1. **Review these Resources:**
   o Watch [Andragogy: Adult Learning](#) (10 min.)
   o Read [Library of Congress Search: Making it Easier to Find and Use Primary Sources](#), Anne Savage, Teaching with the Library of Congress Blog
   o Read [Shortcuts for Finding Primary Sources](#), Cheryl Lederle, Teaching with the Library of Congress Blog
   o Read [Finding Primary Sources: Moving Beyond the Teachers Page](#), Danna Bell, Teaching with the Library of Congress Blog
   o Watch [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)Watch [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)
2. **Discussion Board**

Select a topic or keyword related to your final project and conduct searches with your keyword in the following search engines.

- ■ Library of Congress [Global Search](#)
  Use the format selection menu to select a primary source such as a map or photograph (as described in the blog post "Library of Congress Search"). Once your results list appears, you, use the filters in the left menu to narrow your search by date, location, Collection, Exhibit, and –most importantly—Access Availability.
- ■ [Advanced Google Search](#)
  Type your search term followed by site: loc.gov to limit your google search to the Library of Congress website. The google search engine sometimes finds items that do not appear in a loc.gov global search.

In the discussion forum, discuss your search strategies and results. *How would you teach adult learners about search strategies for locating resources from the Library of Congress? Why are the advanced search strategies such as filters and Advanced Google relevant for adult learners?*

3. **PD Activity Journal**
   - ▪ Narrow your possible topics to 1 topic.
   - ▪ Which Library of Congress collection(s) ([Prints & Photographs Collection](#), [World Digital Library](#), [Primary Source Sets](#), etc.) could you use to locate primary sources related to your topic?

During Collaborate Live Session: (5:30 to 6:30 pm)
- ● Demonstration of Advanced Search Strategies for Locating Primary Sources (Digging deeper into Exhibits and other digital collections)
- ● Discussion: *How do Knowles' assumptions relate to you as a PD provider?*
- ● Hands on Application Activity: TPS Inquiry

[Library of Congress Teachers Page](#)

Session # 4: Supporting the Effective Use of Primary Sources

Standards for Teachers & Coaches
ISTE Standards•C.4.a: Conduct needs assessment to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

Goal
Investigate primary source inquiry as a learning process that involves asking questions and making discoveries that lead to new understanding.

Objectives
- Explore classroom materials available for educators from the Library of Congress.
- Explore strategies for modeling effective use of primary sources for inquiry learning.

Essential Questions
What types of resources from the Library of Congress might teachers you work with need? How will you model effective use of primary sources with educators?

Prior to Week 4: (Independent Learning Activities: 1-2 hours)
1. **Review these Resources:**
   o Watch [Analyzing A Primary Source:](#) This film presents a short primary source analysis activity for teachers that includes observation, reflection and questioning. (2:07)
   o Watch [Engaging Students with the Library of Congress](#), Educational Outreach Director, Lee Ann Potter, talks about how to engage students with the Library of Congress. (3:37)
   o Read [Teaching Inquiry with Primary Sources](#), TPS Journal
   o Read [Primary Sources: Gateways to Enhancing Critical Thinking in the Classroom](#), TPS Journal
   o Read [Primary Sources: At the Heart of the Common Core State Standards](#), TPS Journal
2. **Discussion Board**
   The Library of Congress has created [15 downloadable, ready-to-present PD activities for professional development](#). From the list below, **select 2 of the PD Modules** to explore for this week's discussion forum post. Note: Some modules may include broken links. Focus on the

concept, structure, and goals of the activities, not necessarily each source. Most PD providers choose their own topics/sources when adapting these modules for use.

- Leaving Evidence of Our Lives
- Analyzing Photographs
- Connecting with Primary Sources
- Analyzing Sheet Music
- Analyzing Maps
- Analyzing Political Cartoons
- Book Backdrops

In the discussion forum, discuss the modules you explored: *What activities are included in these modules? How could you use these for professional development at your institution? Would you use these modules as they are or modify them for adult learners?*

3. **PD Activity Journal**
   What is the essential question for your PD Activity and what procedures will you follow to implement the activity?

During Collaborate Live Session: (5:30 to 6:30 pm)
- The Stripling Model of Inquiry
- Professional Development Resources at the Library of Congress
- Q&A
- Hands-On Application Activity: TPS Inquiry
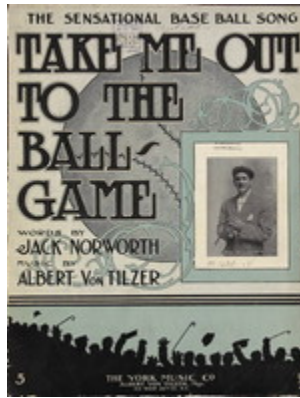
[“Take Me Out to the Ballgame” Sheet Music, 1908](#)

Session # 5: Facilitating Professional Development for Adult Learners

Standards for Teachers & Coaches
ISTE Standards•C.4.a: Conduct needs assessment to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

Goal
Self-assess skills/strengths of delivering professional development and reflect on how this impacts learning and effective communication.

Objectives
- Assess the TPS-related learning needs of an audience.
- Identify personal strengths and weaknesses in delivering professional development.
- Utilize a variety of presentation skills and techniques to ensure a high level of participatory engagement.
- Adapt and deliver TPS professional development and/or create effective coaching relationships that meet the needs of adult learners.

Essential Question
What are the most effective methods to deliver professional development about Library of Congress resources?

Prior to Week 5: (Independent Learning Activities: 2-3 hours)
1. **Review these Resources:**
   o Read [Why Quality Professional Development for Teachers Matters](#), Ben Johnson, Edutopia
   o Read [Memorable Professional Development from the Library of Congress -- It Made a Real Change](#), Kathleen McGuigan, Teaching with the Library of Congress Blog
   o Read [Coaching as a Teacher PD Strategy](#)
   o Watch [Addressing Teacher Needs with Professional Development](#), Teaching Channel (10 min.)
2. **Create a TPS Teachers Network Album**
   Use your username and password, discussed in Week 2, to login to the Network. Familiarize yourself with the features of the Network.

A. Open the **TPS PD Providers Institute group.** Explore the discussions, files, and profiles. In preparation for creating your own subject-specific Album of visual resources, investigate the Albums feature.

B. **Create an Album** in the TPS PD Providers Institute group and give it a title related to the topic of your Final Project.

C. Go to loc.gov and search for images related to the topic/theme of your Final Project. **Save at least 3 images** to the Album you created.

3. **Discussion Board**

Reflect on your exploration of the TPS Teachers Network. Respond to these questions as you discuss 1-2 features of the Network:

How might you share the TPS Teachers Network with your target audience?

What features do you think will be most useful to them? Why?

4. **PD Activity Journal**

Continue working on your [final project template](#), adding objectives, audience, procedure, etc. **Upload a rough draft** of your activity to our shared Google Folder. You will be assigned a partner for peer review during this week's Collaborate session.

During Collaborate Live Session: (5:30 to 6:30 pm)

- Workshop/Peer Review of PD Activities
- Breakout Room Discussions: *What professional learning opportunities do you lead/facilitate for educators? Why does high-quality professional development for teachers matter? How do you plan to apply what you've learned in PDPI to lead TPS PD for colleagues?*
- Discussion: Aspects of Adult Learning.
  Keep in mind the Andragogy video you watched in week 2 and Knowles' assumptions about adult learning. *In what ways does this course model an adult learning environment?*
- Hands-On Application Activity: TPS Inquiry

[Students identifying evidence in historic photographs](#)

Session # 6: Best Practices for Professional Development

Standards for Teachers & Coaches
ISTE Standards•C.4.b: Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.
ISTE Standards•C.4.c: Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Goal
Adapt and deliver TPS professional development that gives teachers the knowledge, skills, and supports aspirations to use TPS content in the classroom.

Objectives
● Examine best practices in delivering professional development.
● Adapt and deliver an effective presentation using Library of Congress resources.
● Adapt and deliver an effective TPS presentation or activity applying adult learning concepts.
● Collaborate and share ideas for building individual leadership and presentation skills through peer review of PD Activity plans.

Essential Question
What are best practices in delivering effective professional development?

Prior to Week 6: (Independent Learning Activities: 1-2 hours)
1. **Review these Resources:**
   ○ Read [Ten Tips for Delivering Awesome Professional Development](#), Elena Aguilar
   ○ Read [When Educators Help Call the Shots: Panel Discusses the Future of Teacher Leadership](#), Cindy Long, NEA Today
   ○ Watch [Supporting Individual Professional Development](#), Teaching Channel (10 min.)
2. **Discussion Board**
   How can you/your organization use Library of Congress resources to help your target audience achieve state and local curriculum initiatives? How will your PD activity address Knowles'

theories of adult learning?

3. **PD Activity Journal**
   Finalize your PD Activity Plan. Create a slide (template provided in Google Folder) to represent your project and upload to the journal. Slides will be shared during this week's session.
     - Topic
     - Essential Question
     - One primary source you will use in your activity

During Collaborate Live Session: (5:30 to 6:30 pm)
   - Participant sharing: Description of Final Project (TPS PD Activity).
   - Reflection: *What are best practices in delivering effective professional development? How do you apply these to account for specific audience needs, with regards to long-term impact and success*?
   - Hands-On Application Activity: TPS Inquiry

Final Project: (Independent, post-session)
   After this session**, you will have two weeks to edit and revise your activity**. The final copy should be downloaded from the Google Folder as a Microsoft Word document and **uploaded to the Blackboard Discussion forum and to the TPS Commons** of the TPS Teachers Network with a request for feedback and resources.

   The goal is to not only share ideas, but to have fellow educators from across the national TPS Teachers Network provide feedback and insight that will improve your chances of successful implementation for the long term. This feedback can also be used to inform the overall TPS Program.