

SOURCES OF MATERIALS TO SUPPORT TPS LEVEL ONE PROFESSIONAL DEVELOPMENT GOALS

The Level One committee has prepared a chart of supplementary materials matched to each of the Level One goals to support instruction. Library materials linked to goals are not all inclusive. Materials supplied by consortium members are meant to serve as examples.

| PD Goal | Suggested Resources to Support |
|---|---|
| <p>FOUNDATIONAL <i>1-What are primary sources</i></p> <p>Justify their conclusions about whether a source is primary or secondary depending upon the time or topic under study.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Leaving Evidence of Our Lives (Build and Deliver) http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf • Teacher Page http://www.loc.gov/teachers/usingprimarysources/ • Teachers Blog: What Makes a Primary Source...” Aug 4, 2011 http://blogs.loc.gov/teachers/2011/10/what-makes-a-primary-source-a-primary-source/ <p>Partner-generated Examples</p> <p>Primary Source vs. Secondary Source (4 pdf sets) (MTSU) TPS-TN Web site > Tools for Educators > Ready-to-Print Analysis Worksheets http://library.mtsu.edu/tps/tools.php</p> <ul style="list-style-type: none"> • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 1) |
| <p><i>2-Why teach with primary sources</i></p> <p>Describe examples of the benefits of teaching with primary sources.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Teachers Page: “Why Use Primary Sources” http://www.loc.gov/teachers/usingprimarysources/whyuse.html <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • TPS Level 1 Workshop slide show (UArts) http://tps.uarts.edu/uploads/media_items/tps-workshop-slideshow-5-14-12.original.pdf • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 2) |
| <p><i>3-How to teach with primary sources</i></p> <p>Analyze a primary source using Library of Congress tools.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Analysis Tool for Students + Teacher’s Guide http://www.loc.gov/teachers/usingprimarysources/guides.html • How to Use Primary Sources http://www.loc.gov/teachers/usingprimarysources/citing.html • Interactive Analysis Tool http://www.loc.gov/teachers/primary-source-analysis-tool/ <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 3) • (NVA) http://www.tpsnva.org/teaching_materials/learning_strategy.php?learning_strategy_key=9 http://www.tpsnva.org/teaching_materials/learning_strategy.php?learning_strategy_key=1 http://www.tpsnva.org/teaching_materials/zooms.php |

| | |
|--|--|
| <p>4-How to teach with primary sources</p> <p>Access teaching tools and primary sources from loc.gov/teachers.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • <i>The Idea Book for Educators- Civil Rights Edition</i> http://ideabook.aetncsg.com/ (others available too) <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • Bibliographic Organizer: used to save relevant searches (UArts) http://tps.uarts.edu/uploads/media_items/tps-workshop-slideshow-5-14-12.original.pdf • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 4) Historical Thinking Skills Chart http://sheg.stanford.edu/upload/V3LessonPlans/Historical%20Thinking%20Chart.pdf |
| | |
| <p>EXPANDED PRACTICE</p> <p>5-How to teach with primary sources</p> <p>Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.).</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Teaching with the Library of Congress Blog: Selecting Primary Sources, Parts I-IV July 12, 2011; July 26, 2011; August 9, 2011; August 25, 2011 • “Copyright and Primary Sources” from Teacher Page http://www.loc.gov/teachers/usingprimarysources/copyright.html • Proper citation from Teacher Page http://www.loc.gov/teachers/usingprimarysources/citing.html <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • Key Things to Consider When Selecting Primary Sources for the Classroom (MTSU) http://library.mtsu.edu/tps/tools/Key_Things_to_Consider.pdf • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 5) |
| <p>6-How to teach with primary sources</p> <p>Access primary sources and teaching resources from loc.gov for instructional use.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Library of Congress universal search feature and home page links • Prints and Photographs Online Catalog Search Tips http://www.loc.gov/pictures/help/ <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • Demonstrate saving permanent url from LOC using web 2.0 tools (WU) https://docs.google.com/document/d/1iP5wETVmvvH2CtXlwbaNSah_e1cGFxq8QI-hQFWbt80/edit?pli=1 • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 6) |
| <p>7-How to teach with primary sources</p> <p>Analyze primary sources in different formats.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Analysis Tool for Students + Teacher’s Guide http://www.loc.gov/teachers/usingprimarysources/guides.html • Teachers Page Primary Source Sets http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ • LOC.gov pages providing a variety of primary source formats <ul style="list-style-type: none"> • Today in History • 100 Years Ago Today in Newspapers Chronicling America • Jukebox Day by Day |

| | |
|---|---|
| | <ul style="list-style-type: none"> • What's current in U.S. House and Senate • Places in the News • Poetry 180 • "Fill up the Canvas" <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • Civil War Unit Plan (Loyola Chicago TPS) http://www.loyolachicagotps.com/civilwarunit.htm • Star-Spangled Banner lesson plan (appropriate for younger grades) (MTSU) http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--Star-Spangled_Banner.pdf • (UNCO) Recipe Plan with Analysis • (UNCO) Activity Plan: Spanish American War Film Analysis (Literacy) • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 7) • (NVA) http://www.tpsnva.org/teaching_materials/learning_strategy.php?learning_strategy_key=7 |
| <p>8-How to teach with primary sources</p> <p>Analyze a set of related primary sources in order to identify multiple perspectives.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Primary Source Sets from Teacher Page http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ • Panoramic Maps—compare/contrast same location at different dates http://memory.loc.gov/ammem/pmhtml/panhome.html • Loc.gov resources presenting various perspectives Slave Narratives Posters <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • Scott's Great Snake and Beyond (WU) http://tps.waynesburg.edu/documents/642-scotts-great-snake-activity/file • Titanic Activity (UNCO) Activity Plan: Spanish American War Film Analysis (Literacy) http://www.unco.edu/tps/documents/resources/UNCTPSitemsLevel1/Titanicactivity.pdf • (MTSU) http://library.mtsu.edu/tps/tools/AnalyzingMultiplePerspectives.pdf 3-circle (http://library.mtsu.edu/tps/tools/Venn_Diagram_Worksheet.pdf) • Sort It Out (TPSNVA) http://www.tpsnva.org/teaching_materials/learning_strategy.php?learning_strategy_key=7 • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 8) |

| | |
|--|--|
| <p>9-How to teach with primary sources</p> <p>Facilitate a primary source analysis using Library of Congress tools.</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • Analysis Tool for Students + Teacher’s Guide http://www.loc.gov/teachers/usingprimarysources/guides.html • Prints and Photographs Online Catalog • Teacher Page Primary Source Sets http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ • Teaching with the Library of Congress Blog: Top Ten Tips for Facilitating an Effective Primary Source Analysis, Sept. 13, 2011 http://blogs.loc.gov/teachers/2011/09/top-ten-tips-for-facilitating-an-effective-primary-source-analysis/ <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • (UNCO) Analyzing Editorials as Arguments (UNCO) http://www.unco.edu/tps/documents/resources/UNCTPSitemsLevel1/AnalyzingEditorialsasArguments.pdf • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 9) • (NVA) http://www.tpsnva.org/teaching_materials/learning_strategy.php?learning_strategy_key=9 |
| <p>10-How to teach with primary sources</p> <p>Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.).</p> | <p>Library of Congress-generated</p> <ul style="list-style-type: none"> • <i>TPS Journal</i> feature articles; e.g.: Teaching Inquiry with Primary Sources & Thinking Like a Historian http://www.loc.gov/teachers/tps/quarterly/archive.html http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html <p>Partner-generated Examples</p> <ul style="list-style-type: none"> • CSI Activity (adapted) (SELU via MSCD) https://tpsmcdlevel1.pbworks.com/w/page/32926494/CSI%20Activity%20Directions • Teaching Strategies (MTSU) http://library.mtsu.edu/tps/newsletters/TPSNewsletterDecember2014.pdf • Thinking Like a Historian Checklist (UNCO): http://www.unco.edu/tps/documents/resources/UNCTPSitemsLevel1/ElemAnalysisGuidehistthinking.pdf • Using Historical Thinking to Improve News Literacy (UNCO): http://www.unco.edu/tps/documents/resources/UNCTPSitemsLevel1/usinghistoricalthinkingimprovenewsliteracy.pdf • Developing Deeper Questions: The Process of Inquiry Starts with a Good Question (UNCO): http://www.unco.edu/tps/documents/resources/UNCTPSitemsLevel1/strategydeeperquestions.pdf • Life in a Box (TPSNVA) http://www.tpsnva.org/teaching_materials/box.php • Zoom In (TPSNVA) http://www.tpsnva.org/teaching_materials/zooms.php • (SIUE) http://www.siue.edu/tps/pdresources.shtml (Goal 10) |

11-How to teach with primary sources

Create their own primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

Library of Congress

- Exemplary lesson plans on the Teacher Page and *TPS Journal*
<http://www.loc.gov/teachers/classroommaterials/lessons/>
- Teacher Page > *TPS Journal* > Archive <http://www.loc.gov/teachers/tps/quarterly/archive.html>

Partner-generated Examples

- Exemplary lesson plans posted to partner websites:
(NVA): http://www.tpsnva.org/teaching_materials/search.php *Note: Login Needed*
(MTSU): http://library.mtsu.edu/tps/lessons_index.php
- Graphic organizers analyze primary sources individually and in multiple perspectives (TPS Loyola-Chicago):
<http://www.loyolachicagotps.com/lessonsandunitplans.htm>
- Creating a Lesson Activity worksheet (MTSU)
http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_plan_format.doc
- Demonstrate use of Bibliographic Organizer for saving and citing resources from LOC (WU)
<http://tps.waynesburg.edu/resources>
- Present Headline activity example (WU)
https://docs.google.com/document/d/1K9ORmdCH_K1MppkwRbrVq47pYvNMgVpD_SpRMO8xbdc/edit?pli=1
- Present Zoom into Inquiry activity example(NVA)
http://www.tpsnva.org/tps/step1/workshop/4/m_a/zooms/index.php
- (SIUE) <http://www.siue.edu/tps/pdresources.shtml> (Goal 11)
- (MTSU) http://library.mtsu.edu/tps/tools/Creating_an_Inquiry-based_Lesson_Activity.pdf

Edited 2/20/17 saw.