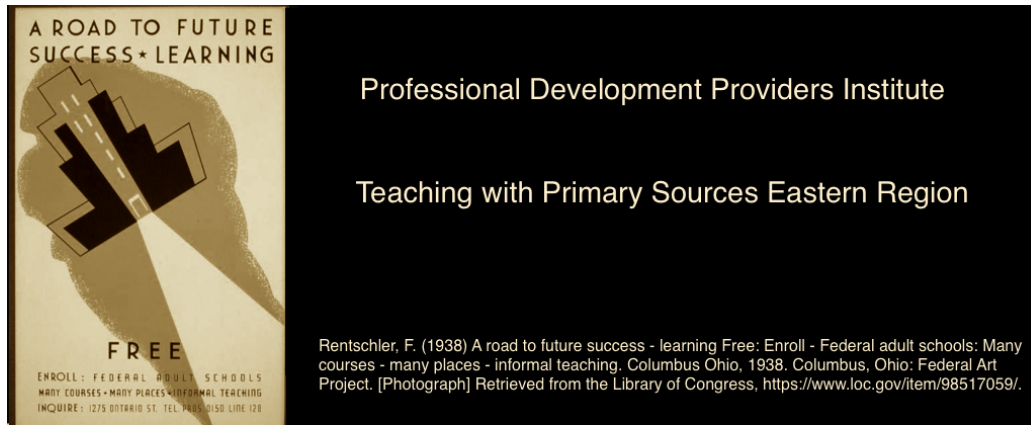


LIBRARY OF CONGRESS  
**TEACHING** WITH **PRIMARY SOURCES**  
Consortium Member



Hosted by  
[TPS Eastern Region](#)  
Coordinated by 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 of specific content.

PDPI begins with a comprehensive introduction to the teaching resources available through the [Library of Congress website](#). 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 are six one-hour live web conferences scheduled weekly. Before each session, participants complete one to two hours of independent learning activities individually. These activities include readings, videos, online text discussions, and journal postings. Participants earn up to 25 CEU hours for course completion, with an option to earn ten more.



WAYNESBURG UNIVERSITY®

- Discussions  
Participants respond to one or more questions related to the assigned readings and videos in the class Discussion section. These weekly posts are made **at least 36 hours before the live conference session** so that other classmates and facilitators can read and respond.
- Assignments (PD Activity Journals)  
Journal entries are private between participant and facilitators. Each week, in the Assignments tab, participants reflect on their progress in designing the final project, a PD Activity Plan. Course facilitators provide feedback and/or provide additional sources or ideas to consider.
- TPS Teachers Network  
The TPS Teachers Network is a password protected professional learning community of TPS partners, teachers, and Library of Congress staff. Participants join the Network, build their profiles, and post drafts of their Final Projects for feedback.
- Live Conferences  
A live one-hour web conference is conducted each week. Facilitators model strategies for finding and analyzing primary sources from the Library of Congress and demonstrate inquiry-based learning activities. Participants are actively engaged in the inquiry process and have opportunities to share and ask questions about the development of their own PD Activity Plans.

## Goals

The overall goals for this workshop align with the guidelines of [Learning Forward](#), the International Association of Learning Educators (Formerly NSDC: National Staff Development Council). This means that participating educators engage as learners during this workshop and are actively involved in the inquiry process. Being an active student in the inquiry process has been shown to be one of the best ways 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.

## Teacher Standards

### National Board Teacher Certification Core Proposition 4

*Teachers think systematically about their practice and learn from experience.*

Accomplished teachers therefore serve as paradigms of lifelong learning and achievement.....Moreover, they epitomize the intellectual capacities they foster: the ability to reason carefully, consider multiple perspectives, question received wisdom, adopt an inquiry-based approach, solve problems, and persevere.

### [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.

#### **Professional Development Activity / Final Project**

Participants create a [Professional Development Activity](#) introducing Library of Congress resources to the targeted audience for their TPS Grant Project or another educator 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. specific primary sources, or collections such as 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 the Library of Congress website.)
- Projected timeline for implementation

The [PD Activity Plan Template](#), available in the course site, includes a full outline of the expectations of this assignment. If you are a TPS Regional Grantee, it is not our intention that this PD Activity cover the entire scope of your TPS Grant Project. It may be the introduction or one of the learning activities that you can later integrate into your overall project.

#### **(OPTIONAL) PD Activity Implementation & Follow Up**

- Lead PD session / Coach colleague(s)
- [Reflect/revise/submit report](#)
- Obtain certification as TPS Eastern Region Coach



Library of Congress, Photo by Jennifer Hanson, 2012

### **Session # 1: Introducing the Library of Congress**

#### **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. Test Live Conference program software (5 min.)**

- Check the computer requirements that were sent to you in the login email and make sure your headset is plugged into the computer.
- Select Conferences from the left-side menu in Canvas.
- Select Join to enter the conference.
- Choose Microphone and follow the on-screen directions.
- If you have technical difficulties accessing the conference, call Canvas tech support at (833) 200-8657.

##### **2. Review these Library of Congress resources.**

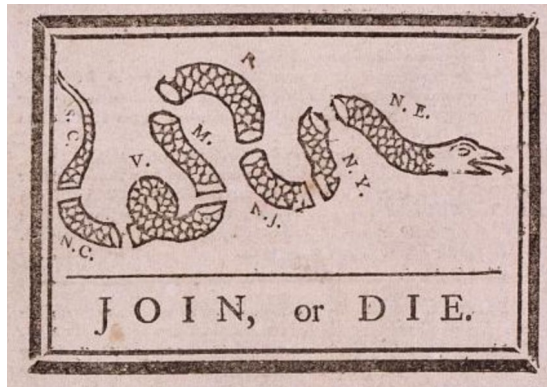
- [Introductory Video](#) The Library of Congress is a treasure house of American creativity. In this 8-minute video co-produced with the History Channel, curators and experts from the Library staff describe the breadth and depth of the Library's collections and services.
- [Primary vs Secondary Sources](#) This 4-minute video 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 conference session.  
*What might a future historian say about your life and society if they find these sources?*

- [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.

**Live Conference: (5:30 to 6:30 pm ET)**

- Introductions
- Overview of classroom and course expectations
- Discussion of independent learning activities (completed prior to session)
- Hands-On Application Activity: Primary Source Inquiry
- Reflection: *Based on the videos you watched and what you know about the Library of Congress, what does the Library offer your teacher audience?*



[Join, or Die. Benjamin Franklin, 1754](#)

## **Session # 2: Exploring the Library of Congress Teacher Resources**

### **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 for 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. Review these Library of Congress resources.**

- Watch [Loc.gov for Teachers](#) (4.5 min)
- Watch [Shortcuts to Primary Sources](#) (2 min)
- Watch [Prints and Photographs at the Library of Congress](#) (5 min)
- Watch [Copyright Quick Check](#) (2 min)
- Read [Resources for Getting Started with Primary Sources](#), Anne Savage, Teaching with the Library of Congress Blog
- Read [The New LOC.gov Home Page: Tips for Teachers](#), Danna Bell, Teaching with the Library of Congress Blog

#### **2. Explore the [Teachers Page](#) feature assigned to you**

- [Lesson Plans](#)
- [Themed Resources](#)
- [Primary Source Sets](#)
- [Presentations & Activities](#)
- [Collection Connections](#)
- [Teaching with the Library of Congress Blog](#)

#### **3. Discussion**

In this week's Discussion, tell us about the Teachers Page Feature you explored this week.

- *Which feature did you explore?*
- *What information / sources will teachers find in your feature?*
- *Highlight 2 benefits of this feature that you think will be useful for teachers.*
- *What should your classmates know about this feature?*

#### **4. Log in to the TPS Teachers Network**

The course facilitator will email you an invitation to the TPS Teachers Network. Create an account and log in. You will be enrolled in the PD Providers Institute Group. This group of the TPS Teachers Network will be used throughout the course.

#### **5. Assignment (PD Activity Journal)**

For the final project in this class, you will design a Professional Development Activity Plan to introduce Library of Congress resources to an audience or your colleagues. Course facilitators will provide feedback as you develop your final project.

- In your journal entry this week, list 3 possible topics / themes you would like to use for your final project.
- Why did you select these topics?

#### **Live Conference: (5:30 to 6:30 p.m.)**

- Q&A about copyright and fair use
- Share about Library of Congress site exploration
- Review professional development resources from the Library of Congress
  - [Professional Development Builder](#)
  - [PD How-To Videos](#)
- Hands-On Application Activity: TPS Inquiry Strategies
- Reflection: *What features of the Library of Congress are you looking forward to sharing with your educator audience?*



## Digital Collections

### Featured Content



Historic American Buildings Survey/Historic American Engineering...



Chronicle America: Historic American Newspapers



Farm Security Administration/Office of War Information ...



Cities and Towns



Civil War Maps

[Library of Congress](#)

## Session # 3: Teaching about the Library of Congress Website (Finding & Searching)

### 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 of Congress 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:

- Watch [Andragogy: Adult Learning](#) (10 min.)
- Read [Library of Congress Search: Making it Easier to Find and Use Primary Sources](#), Anne Savage, Teaching with the Library of Congress Blog
- Read [Shortcuts for Finding Primary Sources](#), Cheryl Lederle, Teaching with the Library of Congress Blog
- Read [Finding Primary Sources: Moving Beyond the Teachers Page](#), Danna Bell, Teaching with the Library of Congress Blog
- Watch [Planning a Search](#), introduces the search function of the Library of Congress website and offers suggestions for search terms. (2:21)
- Watch [Exploring the Library of Congress website](#), highlights the Library's online



collections and provides tips to better navigate the Library's website. (3:36)

## 2. Discussion

Select a keyword related to your final project and conduct searches using following search engines to explore the functionality of each.

- [Library of Congress Global Search](#)  
Use the format selection menu to select a type of primary source (e.g. map, photograph, etc.) as described in the blog post "Library of Congress Search." Once your results list appears, use the filters (left menu) to narrow your search by date, location, collection, exhibit, and 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. (Note: there is no space after the colon above.)  
Reminder: Searching Google, without limiting to the loc.gov site results in items from across the Internet.

**In this week's Discussion, describe 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. Assignment (PD Activity Journal)

- Narrow your list of topics to one. *Why did you decide on this topic?*
- *Which Library of Congress collection(s) have primary sources related to your topic?*
- From your searches of the Library of Congress collections this week, [create an album](#) in the TPS Teachers Network to begin collecting primary sources for your Final PD Activity. [Here are some tips for naming your album.](#)
- Save at least 2 images to the album you created.

## Live Conference: (5:30 to 6:30 p.m.)

- Demonstration of advanced search strategies for locating primary sources
- Discussion: How do Knowles' assumptions relate to you as a PD provider/leader?
- Overview of TPS Teachers Network
- Hands on Application Activity: TPS Inquiry
- Reflection: *How will you teach educators to successfully search for and find Library of Congress resources?*

TEACHERS

[Teachers Home](#)  
[Classroom Materials](#)  
[Professional Development](#)  
[TPS Partner Program](#)  
[Using Primary Sources](#)  
[News and Events](#)

## Teachers

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Search Our Classroom Materials by Standards
 ☐ Common Core
 ☐ State Content
 ☐ Organizations

### Classroom Materials



[Library of Congress Teachers Page](#)

## Session # 4: Supporting the Effective Use of Primary Sources

### 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 Library of Congress resources.

- Watch [Analyzing A Primary Source](#): This film presents a short primary source analysis activity for teachers that includes observation, reflection, and questioning. (2:07)
- 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)
- Read [Teaching Inquiry with Primary Sources](#), TPS Journal
- Read [Primary Sources: Gateways to Enhancing Critical Thinking in the Classroom](#), TPS Journal
- Read [Primary Sources: At the Heart of the Common Core State Standards](#), TPS

## Journal

### 2. Discussion

The Library of Congress has created [15 downloadable, ready-to-present PD activities for professional development](#). **Select 2 of the PD Modules** to explore for this week's Discussion post. You can choose from the list below or select other modules from the website. 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 your Discussion post, discuss the modules you explored:**

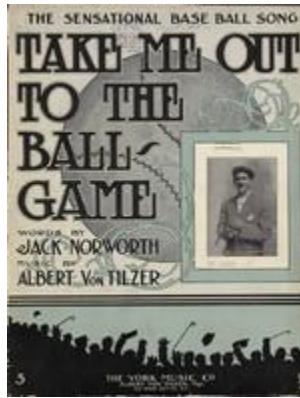
- *What activities are included in these modules?*
- *How could you use these for professional development at your institution?*
- *Would you use these modules as they are or modify them for adult learners?*

### 3. Assignment (PD Activity Journal)

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

#### **Live Conference: (5:30 to 6:30 p.m.)**

- Analyzing and using primary sources with teachers
- Hands-On Application Activity: TPS Inquiry
- Final PD Activity Q&A
- Reflection: *How can/will you model effective uses of primary sources with teachers?*



["Take Me Out to the Ballgame" Sheet Music, 1908](#)

## **Session # 5: Facilitating Professional Development for Adult Learners**

### **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:**

- Read Rodman, A. (2018). [Learning Together, Learning On Their Own](#): What if schools could offer teachers both shared professional learning experiences and personalized learning opportunities? *Educational Leadership*, 76(3), 12–18. Retrieved 1/9/19.
- Read [Coaching as a Teacher PD Strategy](#)
- Watch [Addressing Teacher Needs with Professional Development](#), Teaching Channel (10 min.)

#### **2. Discussion**

Click [here](#) to read the descriptions of the new TPS Curriculum resources developed by Library of Congress partners and grantees and pick one to explore in depth and share with your classmates. The first eight are curriculum resources and the last five are interactive apps.

- [Barat Education Foundation](#)

- [Governors State](#)
- [Maryland Humanities](#)
- [Minnesota Historical Society](#)
- [National Association for Music Education](#)
- [SHEG: Stanford History Education Group](#)
- [Iowa State Historical Society](#)
- [TPS BASICS](#)
- [Eagle Eye Citizen](#)
- [Engaging Congress](#)
- [KidCitizen](#)
- [Case Maker](#)
- [DBQuest](#)

In this week's Discussion, tell us about the curriculum resource or App that you explored.

- *Which resource did you explore?*
- *What types of materials does this resource offer for teachers?*
- *What are 2 benefits of the resource you explored?*
- *What should your classmates know about the resource you explored?*

### 3. Assignment (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.

- *In the PD Activity Journal post for this week, list any questions you have regarding your project.*
- *What aspects of your project would you like feedback on from facilitators?*
- *What would you like your peer reviewer to focus on regarding feedback you hope to get?*

### **Live Conference: (5:30 to 6:30 p.m.)**

- Workshop/Peer Review of PD Activities
- Teaching with the Library of Congress: TPS Basics modules as professional development strategies
- Reflection: *In what ways does this course model an adult learning environment?*



[Library of Congress Summer Institutes](#)

## **Session # 6: Best Practices for Professional Development**

### **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**

- *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. Assignment (PD Activity Journal)**

Finalize your PD Activity Plan. **Create a slide** (template provided in course site) 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

**Live Conference: (5:30 to 6:30 p.m.)**

- Participant sharing of final PD Activity Project
- 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?*
  - *What is your biggest take-away from this course?*

**Final PD Activity Project:** (Independent, post-session)

After this session, **you will have two weeks to edit and revise your activity. Upload the final copy to the Canvas Discussion tab and to the TPS Teachers Network Commons** with a request for feedback and resources. The goal is to both share ideas, and garner feedback and insight from TPS colleagues.