



LIBRARY OF
CONGRESS

TPS*Direct*

TEACHING WITH PRIMARY SOURCES

PROFESSIONAL DEVELOPMENT

This professional development plan was created on December 9th, 2010

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WELCOME TO TPS PROFESSIONAL DEVELOPMENT

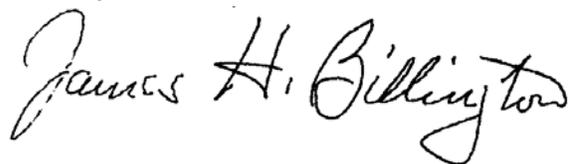
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library has long been committed to facilitating the professional growth of educators nationwide through programs at the Library and in the field, and now we are proud to deliver our proven program directly to you.

You are joining thousands of educators from around the world who have discovered the power of primary sources in the classroom. Through primary source analysis, teachers can help students construct knowledge, think creatively, and develop the information fluency necessary for success in the 21st century.

With its rich core of over 15.3 million digitized items, including manuscripts, maps, photographs, and sound and video recordings from throughout the U.S. and the world, and its extensive teaching materials, the Library of Congress is uniquely positioned to help you and your colleagues discover new strategies for building your students' capacity to think critically about the world around them.

I hope you'll take this opportunity to use TPS Direct to customize the Library's educational resources for use in your school.

Sincerely,



James H. Billington
The Librarian of Congress

CURRICULUM OVERVIEW

Whether you are a classroom teacher or a professional development facilitator, you can build your own professional development from Teaching with Primary Sources (TPS) Direct. The resulting ready-to-use, downloadable activities can be used as is or incorporated into an already existing professional development program. Available at no cost and without subscription, TPS Direct offerings range from self-paced online interactives for individual teachers to professional development activities for use by facilitators in a workshop setting.

The TPS Direct curriculum is focused around the Library's rich collections of online primary sources, and is structured into three main topics, each offering a variety of activities and lessons addressing distinct goals.

- Primary Sources Overview
 - Understanding Primary Sources
 - Analyzing Primary Sources
 - Teaching with Primary Sources
- Primary Sources from the Library of Congress
 - Exploring www.loc.gov
 - Understanding Legal and Ethical Use of Primary Sources
- Inquiry Learning and Primary Sources
 - Understanding the Inquiry Process
 - Creating Inquiry Activities with Primary Sources

Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.

Teaching with primary sources can facilitate:

1. Student engagement
 - Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of cultural history as a series of human events.
 - Because primary sources are snippets of the past, they encourage students to seek additional evidence through research.
 - First-person accounts of events helps make them more real, fostering active reading and response.
2. Development of critical thinking skills
 - Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
 - Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
 - In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
 - Questions of creator bias, purpose, and point of view may challenge students' assumptions.
3. Construction of knowledge
 - Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
 - Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

STANDARDS

The Library of Congress is committed to delivering high quality professional development materials for use in schools throughout the country. The Library built its professional development curriculum meeting the staff development standards of the National Society of Staff Development (NSDC). Additionally, each professional development activity has been aligned with standards from the American Association of School Librarians (AASL) Standards for the 21st Century Learner and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Teachers.

NSDC's Standards of Staff Development require professional development to improve the learning of all students. The Library aligned its staff development activities to provide context, evaluate instructional process and deepen content knowledge. To learn more about the staff development standards of NSDC, visit www.nsd.org.

The lessons and activities in these modules are based upon the American Association of School Librarians (AASL) Standards for the 21st Century Learner. AASL asks four essential questions to guide instruction:

- Does the student have the right proficiencies to explore a topic or subject further?
- Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- Is the student aware that the foundational traits for 21st Century learning require self-accountability that extends beyond skills and dispositions?
- Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Find a complete list of the 21st Century Learner Standards at www.aasl.org.

The International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) serve as a roadmap to improve teaching and learning by educators. The Library of Congress supports standards that align the use of technology for delivery of content NETS-T focuses on "using technology to learn and teach" and cover these key components for teachers:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

For more information on ISTE's NETS-T, go to www.iste.org.

MODULE



PRIMARY SOURCES OVERVIEW

Primary sources are the raw materials of history - original documents and objects which were created at the time under study. They provide a window into the past: unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

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.

The professional development activities in this module will encourage participants to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into instructional practice. The goals with supporting activities are:

GOALS

- Understanding Primary Sources
Activity: Leaving Evidence of Our Lives
Activity: Lincoln's Pockets
- Analyzing Primary Sources
Activity: Analyzing Photographs
Activity: Analyzing Sheet Music
Activity: Analyzing Maps
Activity: Analyzing Political Cartoons
- Teaching with Primary Sources
Activity: Connecting with Primary Sources
Activity: Music as Historical Artifacts
Activity: Perception through Photography
Activity: Book Backdrops

LINCOLN'S POCKETS

GOAL	Understanding Primary Sources	Time Required
OBJECTIVES	Participants will: <ul style="list-style-type: none"> • Examine primary sources • Discuss how teaching with primary sources engages and motivates student learning. 	1 hour 0 minutes
MATERIALS	Materials/Resources Using Primary Sources in the Classroom <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts of Assassination <input type="checkbox"/> Watch Fob <input type="checkbox"/> Button <input type="checkbox"/> Pocket Knife <input type="checkbox"/> Handkerchief <input type="checkbox"/> Wallet <input type="checkbox"/> Confederate \$5 Bill <input type="checkbox"/> Glass Lens Cleaner and Buffer <input type="checkbox"/> Glasses Case <input type="checkbox"/> Eyeglasses with Name on Inner Stem 	Standards AASL 2.1.1 AASL 2.1.3 AASL 2.3.1
PREPARATION	Print one copy per pair of participants of the items below. Assemble to make a set to distribute. <ul style="list-style-type: none"> • Watch fob • Button • Pocket knife • Handkerchief • Wallet • Confederate \$5 dollar bill • Glass lens cleaner and buffer • Glasses case • Lincoln's eyeglasses with name on inner stem Read and understand the following Library of Congress resources before the activity: <ul style="list-style-type: none"> • <i>Artifacts of Assassination</i> http://www.loc.gov/exhibits/treasures/trm012.html 	

LINCOLN'S POCKETS

PROCEDURE

1. Ask participants to examine the set of images. Do not note the significance of the items. Use the following questions for consideration:
 - What clues do you see to suggest why this group of items might be significant?
 - What questions might you have about these items?
2. Tell participants that these items were in Lincoln's pockets on the night he was assassinated. Share other information from *Artifacts of Assassination* as appropriate. Invite them to study the images again and consider what questions they have in light of the new information.
3. Have participants discuss the following questions:
 - What particular items did you see that provide evidence of Lincoln's daily activities and of his life?
 - What story did these items tell you?
 - What makes these artifacts significant today?
 - What items might be in the pockets of the current U.S. President? Explain your choices.

ASSESSMENT

Discuss how teaching with primary sources engages and motivates student learning, and have a few participants share how they might use this activity in their classrooms.

LINCOLN'S POCKETS

There are 10 resources for this activity...



Artifacts of Assassination

Information about the contents of Abraham Lincoln's pockets on the night of his assassination

<http://www.loc.gov/exhibits/treasures/trm012.html>

(2 pages)



Watch Fob

<http://memory.loc.gov/cgi-bin/ampage?collid=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=0>



Button

<http://memory.loc.gov/cgi-bin/ampage?collid=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=1>



Pocket Knife

<http://memory.loc.gov/cgi-bin/ampage?collid=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=2>



Handkerchief

<http://memory.loc.gov/cgi-bin/ampage?collid=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=3>



Wallet

<http://memory.loc.gov/cgi-bin/ampage?collid=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=4>

LINCOLN'S POCKETS



Confederate \$5 Bill

<http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=5>



Glass Lens Cleaner and Buffer

<http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=6>



Glasses Case

<http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=7>



Eyeglasses with Name on Inner Stem

<http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbcsmscsm1049.db&recNum=8>



AMERICAN TREASURES OF THE LIBRARY OF CONGRESS

Memory



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◀ PREVIOUS OBJECT

★ BACK TO EXHIBIT CASE ★

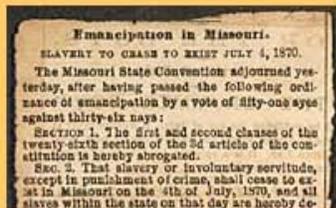
NEXT OBJECT ▶

Artifacts of Assassination



[Lincoln realia, 1865](#)
New York Times, vol. XIV, no. 4236
 (April 15, 1865)

[Rare Book & Special Collections Division](#)



[Newspaper clippings](#)
[#2](#) - [#3](#) - [#4](#) - [#5](#) - [#6](#) - [#7](#) - [#8](#)



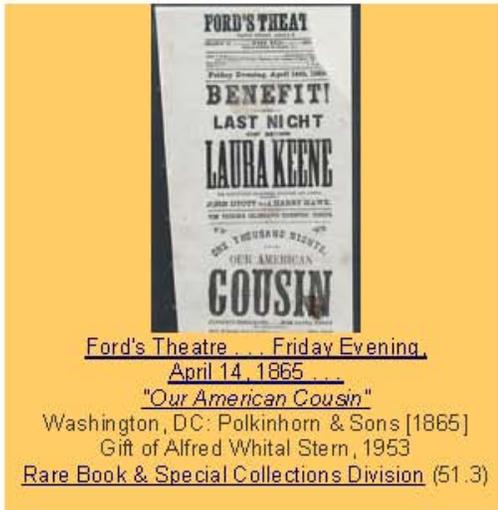
[Spectacles](#)
[Spectacles case](#)
[Reading glasses](#)

When Abraham Lincoln was shot at Ford's Theatre in Washington, D.C. on April 14, 1865, he was carrying two pairs of spectacles and a lens polisher, a pocketknife, a watch fob, a linen handkerchief, and a brown leather wallet containing a five-dollar Confederate note and nine newspaper clippings, including several favorable to the president and his policies. Given to his son Robert Todd upon Lincoln's death, these everyday items, which through association with tragedy had become like relics, were kept in the Lincoln family for more than seventy years. They came to the Library in 1937 as part of the gift from Lincoln's granddaughter, Mary Lincoln Isham, whose gift included several books and daguerreotypes, a silver inkstand, and Mary Todd Lincoln's seed-pearl necklace and matching bracelets.

It is quite unusual for the Library to keep personal artifacts among its holdings, and they were not put on display until 1976, when then Librarian of Congress Daniel Boorstin thought their exposure would humanize a man who had become "mythologically engulfed." But the availability of these artifacts has only piqued interest in the Lincoln myth--the contents of Lincoln's pockets are among the items visitors to the Library most often ask to see.

The playbill announces the fateful performance of *Our American Cousin*, part of a collection of Lincolniana donated by Alfred Whital Stern.

One of the most complete representations of conspiracy literature as well as newspaper accounts of the assassination, like that in the *New York Times* pictured here, was assembled by Alfred Whital Stern. The most extensive collection of Lincolniana ever assembled by a



private individual, Stern's important gift to the Library in 1953 included books, broadsides, paintings, photographs, medals, manuscripts, and memorabilia

Ford's Theatre Friday Evening,
April 14, 1865
"Our American Cousin"

Washington, DC: Polkinhorn & Sons [1865]
Gift of Alfred Whital Stern, 1953
[Rare Book & Special Collections Division](#) (51.3)

◀ [PREVIOUS OBJECT](#) ✨ [BACK TO EXHIBIT CASE](#) ✨ [NEXT OBJECT](#) ▶

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