

**TPS Level III Final Project Template**
**Name:** Anna Brawley

**School or Institution:** Community High School

**Projected Date for Implementation:** 11/19/2015

<b>Title of Activity</b>	<i>Intro to Primary Sources and the LOC analysis tool</i>
<b>Essential or Investigative Question</b>	<i>How can the Library of Congress' primary source analysis tool support research and inquiry in the classroom?</i>
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Grades 9-12</li> </ul> <p><b>This activity is suited for educators of all content areas</b></p>
<b>Time Required</b>	1 hour
<b>Goal</b>	Teachers will learn about and use the LOC's primary source analysis tool to analyze a primary source about their school. Then determine ways that primary sources can be used in their content.
<b>Standards</b>	<p>Common Core Literacy standards for English, Social Studies/History, and Science and Technical subjects: <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <ul style="list-style-type: none"> <li>• Each of these groups of standards includes           <ul style="list-style-type: none"> <li>○ Cite textual evidence</li> <li>○ Determine the meaning of symbols, key terms, and other domain-specific words and phrases</li> <li>○ Integrate quantitative or technical analysis</li> </ul> </li> </ul>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from loc.gov/teachers.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> </ul>



<b>Digital Resources</b>	<ul style="list-style-type: none"> <li>• <b>Primary sources on Education:</b> <ul style="list-style-type: none"> <li>○ Female students exercising, one with a wall-mounted device using ropes and pulleys, Western High School, Washington, D.C. <ul style="list-style-type: none"> <li>▪ 1899</li> <li>▪ Johnston, Frances Benjamin, 1864-1952, photographer</li> <li>▪ <a href="http://www.loc.gov/pictures/item/2001699134/?locId=blogtea">http://www.loc.gov/pictures/item/2001699134/?locId=blogtea</a></li> </ul> </li> <li>○ <i>Veazy, Greene County, Georgia. The one-teacher Negro school in Veazy, south of Greensboro</i> <ul style="list-style-type: none"> <li>▪ 1941 Oct</li> <li>▪ Delano, Jack, photographer</li> <li>▪ <a href="http://www.loc.gov/pictures/item/fsa2000027834/PP/">http://www.loc.gov/pictures/item/fsa2000027834/PP/</a></li> </ul> </li> <li>○ <i>Students in the Reading Room of the Library of Congress with the Librarian of Congress, Herbert Putnam, watching</i> <ul style="list-style-type: none"> <li>▪ 1899</li> <li>▪ Johnston, Frances Benjamin</li> <li>▪ <a href="http://www.loc.gov/item/98502945/">http://www.loc.gov/item/98502945/</a></li> </ul> </li> <li>○ <i>Integrated classroom at Anacostia High School, Washington, D.C.</i> <ul style="list-style-type: none"> <li>▪ 1957 Sep. 10</li> <li>▪ Leffler, Warren K., photographer</li> <li>▪ <a href="http://www.loc.gov/pictures/item/2003654359/">http://www.loc.gov/pictures/item/2003654359/</a></li> </ul> </li> <li>○ <i>Open Air School #1 and #2 - On roof of Mary Crane Nursery</i> <ul style="list-style-type: none"> <li>▪ 1900</li> <li>▪ Burke, F. P.</li> <li>▪ <a href="http://www.loc.gov/item/98504819/">http://www.loc.gov/item/98504819/</a></li> </ul> </li> </ul> </li> <li>• <b>Content Specific Primary Sources</b></li> <li>• Content Specific Sources – Agriculture (pest control) <ul style="list-style-type: none"> <li>○ <i>"Another such victory and I am undone"</i> <ul style="list-style-type: none"> <li>▪ 1962</li> <li>▪ Mauldin, Bill</li> <li>▪ <a href="http://www.loc.gov/item/acd1999000937/PP/">http://www.loc.gov/item/acd1999000937/PP/</a></li> </ul> </li> <li>○ <i>[Photograph showing a group of men watching as one man uses a flame thrower to control locusts]</i> <ul style="list-style-type: none"> <li>▪ 1915</li> <li>▪ Matson Photo Service</li> <li>▪ <a href="http://www.loc.gov/item/2007675858/">http://www.loc.gov/item/2007675858/</a></li> </ul> </li> </ul> </li> <li>• Content Specific Sources – Science (climate change) <ul style="list-style-type: none"> <li>○ <i>Sand piled up in front of outhouse on farm. Cimarron County, Oklahoma</i> <ul style="list-style-type: none"> <li>▪ 1936</li> <li>▪ Rothstein, Arthur</li> <li>▪ <a href="http://www.loc.gov/item/fsa1998018977/PP/">http://www.loc.gov/item/fsa1998018977/PP/</a></li> </ul> </li> <li>○ <i>We have sad news: Man has determined that, due to global warming, you are a threatened species ...</i> <ul style="list-style-type: none"> <li>▪ 2006 Dec. 29</li> <li>▪ Morin, Jim, artist</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ <a href="http://www.loc.gov/pictures/item/2011647559/">http://www.loc.gov/pictures/item/2011647559/</a></li> </ul> </li> <li>• Content Specific Sources – History (cold war)           <ul style="list-style-type: none"> <li>○ "It's okay - we're hunting communists"               <ul style="list-style-type: none"> <li>▪ 1947 October 31, c1947</li> <li>▪ Block, Herbert, 1909-2001, artist</li> <li>▪ <a href="http://www.loc.gov/pictures/item/00652190/">http://www.loc.gov/pictures/item/00652190/</a></li> </ul> </li> <li>○ "I have here in my hand--"               <ul style="list-style-type: none"> <li>▪ 1954 May 7, c1954</li> <li>▪ Block, Herbert, 1909-2001, artist</li> <li>▪ <a href="http://www.loc.gov/pictures/item/00652203/">http://www.loc.gov/pictures/item/00652203/</a></li> </ul> </li> </ul> </li> <li>• Content Specific Sources – English (suffrage arguments)           <ul style="list-style-type: none"> <li>○ <i>Woman suffrage headquarters in Upper Euclid Avenue, Cleveland--A. (at extreme right) is Miss Belle Sherwin, President, National League of Women Voters; B. is Judge Florence E. Allen (holding the flag); C. is Mrs. Malcolm McBride</i> <ul style="list-style-type: none"> <li>▪ 1912</li> <li>▪ <a href="http://www.loc.gov/pictures/item/97500065/">http://www.loc.gov/pictures/item/97500065/</a></li> </ul> </li> <li>○ <i>Woman Suffrage By Ida Husted Harper</i> <ul style="list-style-type: none"> <li>▪ New York City, New York: New York Sunday Times, 1909</li> <li>▪ <a href="http://memory.loc.gov/cgi-bin/query/h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller001989))">http://memory.loc.gov/cgi-bin/query/h?ammem/rbcmillerbib:@field(DOCID+@lit(rbcmiller001989))</a></li> </ul> </li> </ul> </li> <li>• Content Specific Sources – Math (tables, slope, probability)           <ul style="list-style-type: none"> <li>○ <i>Immigration figures for 1903. (From data furnished by the Commissioner-general of immigration. Comparison of the fiscal years ending June 30, 1902 and 1903.</i> <ul style="list-style-type: none"> <li>▪ 1902-1903</li> <li>▪ U. S. Commissioner-general of immigration</li> <li>▪ <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(rbpe+07902500))?loclr=blogtea">http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(rbpe+07902500))?loclr=blogtea</a></li> </ul> </li> </ul> </li> <li>• <b>Other resources:</b> <ul style="list-style-type: none"> <li>○ Teacher's Guides and Analysis Tool               <ul style="list-style-type: none"> <li>▪ <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></li> </ul> </li> <li>○ How Teachers Can Leverage The Library of Congress Infographic               <ul style="list-style-type: none"> <li>▪ <a href="http://elearninginfographics.com/teachers-can-leverage-the-library-of-congress-infographic/">http://elearninginfographics.com/teachers-can-leverage-the-library-of-congress-infographic/</a></li> </ul> </li> </ul> </li> </ul> </li></ul>
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>• Computer with projector</li> <li>• Smartboard or flip chart and marker for brainstorm</li> <li>• Copies of both the student's primary source analysis tool and the Teacher's Guide</li> <li>• Copies of educational primary sources – one per group</li> <li>• Copies of content specific primary sources</li> <li>• Index cards for exit slip</li> </ul>



<p><b>Preparation</b></p>	<p>Print copies of</p> <ul style="list-style-type: none"> <li>• Student’s primary source analysis tool and the Teacher’s guide to the primary source analysis tool (1 per person)</li> <li>• educational primary sources (1 per group)</li> <li>• content specific primary sources (1 set per content group or enough for every attendee to have their own)</li> </ul> <p>Get computer and projector ready with PowerPoint Either Smartboard or flipchart with marker ready for brainstorming</p>
<p><b>Procedure</b></p>	<ol style="list-style-type: none"> <li>1) Primary Sources and the Library of Congress –             <ol style="list-style-type: none"> <li>a) Introduce who you are and what the Library of Congress is</li> </ol> </li> <li>2) What are Primary Sources –             <ol style="list-style-type: none"> <li>a) Group Brainstorm about what primary sources are then showing the definition</li> <li>b) Group Brainstorm about what different kinds of items can be primary sources</li> </ol> </li> <li>3) Intro Primary Source analysis tool - <a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a> - make sure to explain what the three categories are and that learners can switch between the three categories as needed</li> <li>4) Primary Source analysis tool in action – Essential Question for group work: <i>What does your source say about school?</i> <ol style="list-style-type: none"> <li>a) In small groups, learners will look at a single primary source and use the Primary source analysis tool to analyze it.</li> <li>b) Give learners a few minutes to analyze their source then give them the essential question to help them focus their questioning.</li> <li>c) Have each group share their source and what discovered about it</li> <li>d) Discuss as a whole group what benefit there is to analyzing sources with the primary source tool</li> <li>e) Brainstorm when teachers might be able to use this technique in the classroom                 <ol style="list-style-type: none"> <li>i) Warm-ups/Introductions to lessons</li> <li>ii) Wrap-up/Exit slips</li> <li>iii) Test Question</li> </ol> </li> </ol> </li> <li>5) Where to find these tools on loc.gov – show learners where they can find the primary source tool             <ol style="list-style-type: none"> <li>a) Primary Source tool and Teacher Guides - <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></li> <li>b) Library of Congress Teacher Page - <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></li> <li>c) Classroom Materials sets - <a href="http://www.loc.gov/teachers/classroommaterials/">http://www.loc.gov/teachers/classroommaterials/</a></li> </ol> </li> <li>6) General search on the LOC for sources and what the LOC is all about             <ol style="list-style-type: none"> <li>a) Show teachers how to use the search functions on the LOC website                 <ol style="list-style-type: none"> <li>i) Includes: format, date, location, language, etc.</li> </ol> </li> <li>b) Show teachers how to use Google.com and the advanced search function to find sources on loc.gov                 <ol style="list-style-type: none"> <li>i) Google.com shortcut: site:loc.gov</li> </ol> </li> </ol> </li> <li>7) Primary Sources in your class – This part can be done several ways depending on what the teachers needs are             <ol style="list-style-type: none"> <li>a) Handout example sources to each content group. First have them analyze the sources</li> </ol> </li> </ol>



	<p>from the point-of-view of a student. Then have the groups brainstorm ways that the individual sources could be specifically used in the classroom. Finally have each group share their results with the whole group.</p> <p>b) OR go over a single example source from each content area with the entire group while the whole group brainstorms how it could be used. *Note: This discussion would be beneficial in groups where cross-curricular work is the norm in the school, so students might be exposed to the same source in different classes and in multiple ways.*</p> <p>8) Finding Primary Sources for your class – have teachers use visit loc.gov to find a specific source they can use in their next unit(s).</p> <p>9) Exit Slip – done individually and then collected</p> <p>a) <i>How can you use what we learned today in your class?</i></p> <p>b) <i>What additional help from me would you like in implement this?</i></p>
<p><b>Assessment/ Reflection</b></p>	<p>Immediate assessment – group discussion from the class and the exit slip at the end of the workshop</p> <p>Long-term assessment – teachers use a primary source in their class room and either the class meets again to discuss implementation experiences or teachers share via email discussion.</p>





# Primary Sources and the Library of Congress



# What is a Primary Source?

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A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.

# What kinds of things can be Primary Sources?

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**ORIGINAL DOCUMENTS** (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records.

**CREATIVE WORKS:** Poetry, drama, novels, music, art.

**RELICS OR ARTIFACTS:** Pottery, furniture, clothing, buildings.





# All Primary Sources

# Why should you care?

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Common Core for Science and Technical subjects:

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases

# Why should you care?

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BCS Instructional Framework: Read, Write, Speak/Listen, Critically Think, Move in every class, every day, for every child

<http://bcsframework.weebly.com/>

<http://www.buncombe.k12.nc.us/domain/6113>

# Primary Sources Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL




OBSERVE	REFLECT	QUESTION
[Dotted lines for notes]	[Dotted lines for notes]	[Dotted lines for notes]


FURTHER INVESTIGATION

[Large text area for further investigation]

LIBRARY OF CONGRESS | JGChw/mhm

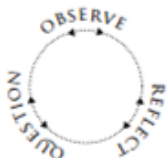


Look at the Primary  
Source on your table  
and complete the  
Analysis Worksheet



# TEACHER'S GUIDE

## ANALYZING PRIMARY SOURCES



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Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

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### OBSERVE

#### Ask students to identify and note details.

Sample Questions:

- What do you notice first? • Find something small but interesting.
- What do you notice that you didn't expect?
- What do you notice that you can't explain?
- What do you notice that you didn't earlier?

### REFLECT

#### Encourage students to generate and test hypotheses about the source.

Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is so important? • If somebody made this today, what would be different? • What can you learn from examining this?

### QUESTION

#### Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...  
who? • what? • when? • where? • why? • how?



# Step Two: Relate to the Question of the Day

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Today's Questions: What does  
your source say about  
Community High?





Share with the Group





# Where to find these tools

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[http://www.loc.gov/teachers/usin  
gprimarysources/guides.html](http://www.loc.gov/teachers/usin<br/>gprimarysources/guides.html)





# What the LOC can do for YOU

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<http://elearninginfographics.com/teachers-can-leverage-the-library-of-congress-infographic/>



# Primary Sources for You and Your Class

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[https://docs.google.com/a/bcsemail.org/document/d/15rX0\\_uuyaK6LBgGELIbIGIWkFbgfoSTZStBPI7co-Tg/edit?usp=sharing](https://docs.google.com/a/bcsemail.org/document/d/15rX0_uuyaK6LBgGELIbIGIWkFbgfoSTZStBPI7co-Tg/edit?usp=sharing)

# Exit Slip

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1. How can you use what we learned today in your class?
2. What additional help from me would you like in implement this?