



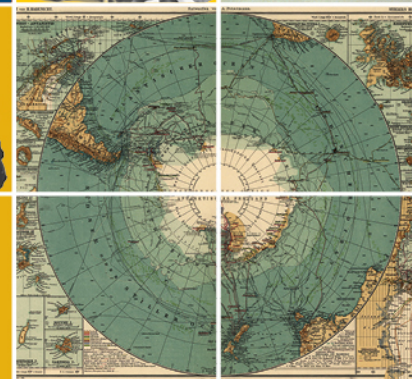
free
TEACHING
RESOURCES

Teaching Tools • Professional Development

TEACHING with PRIMARY SOURCES

It Takes Two: Primary Sources in the Library and Beyond

loc.gov/teachers

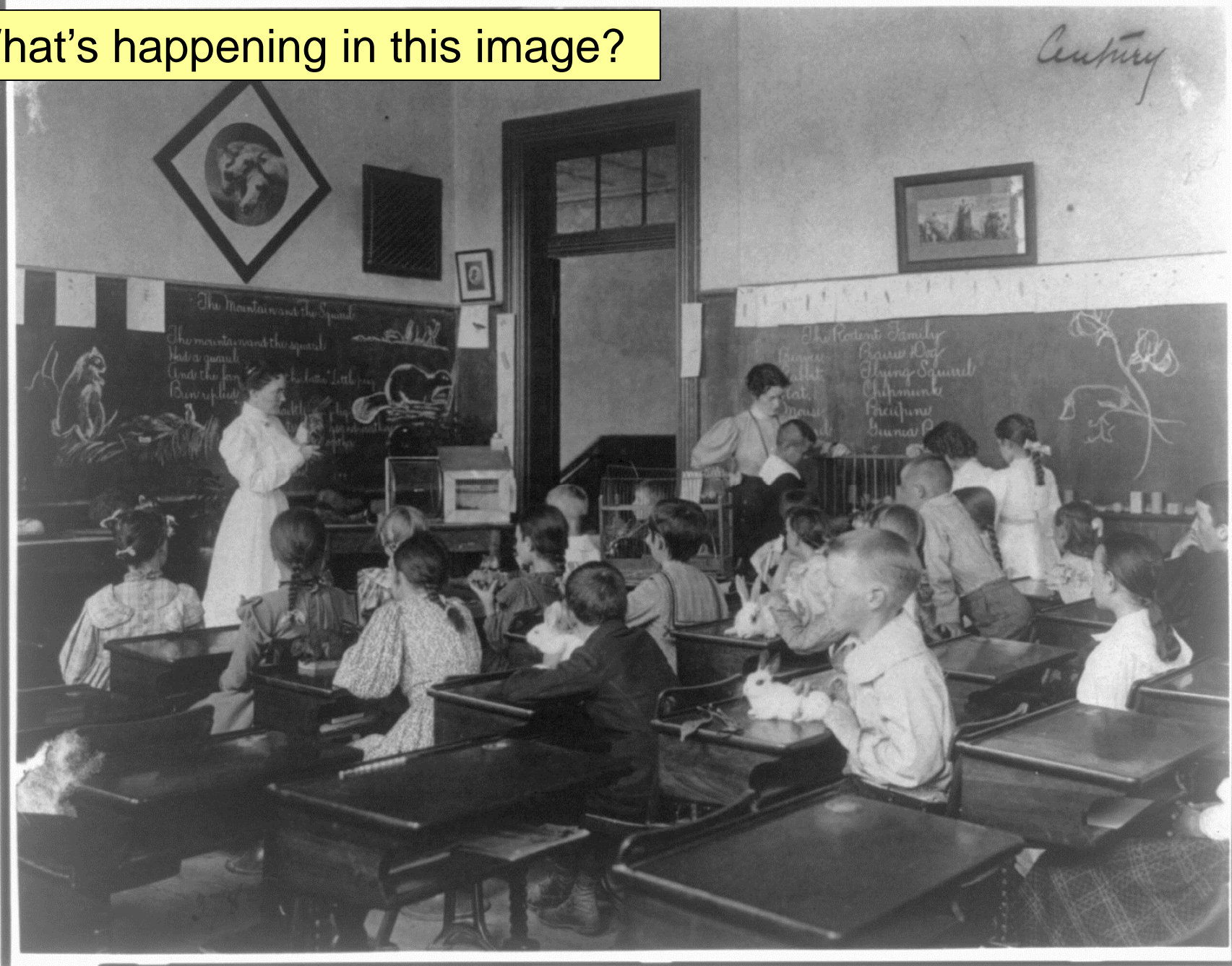


What to expect

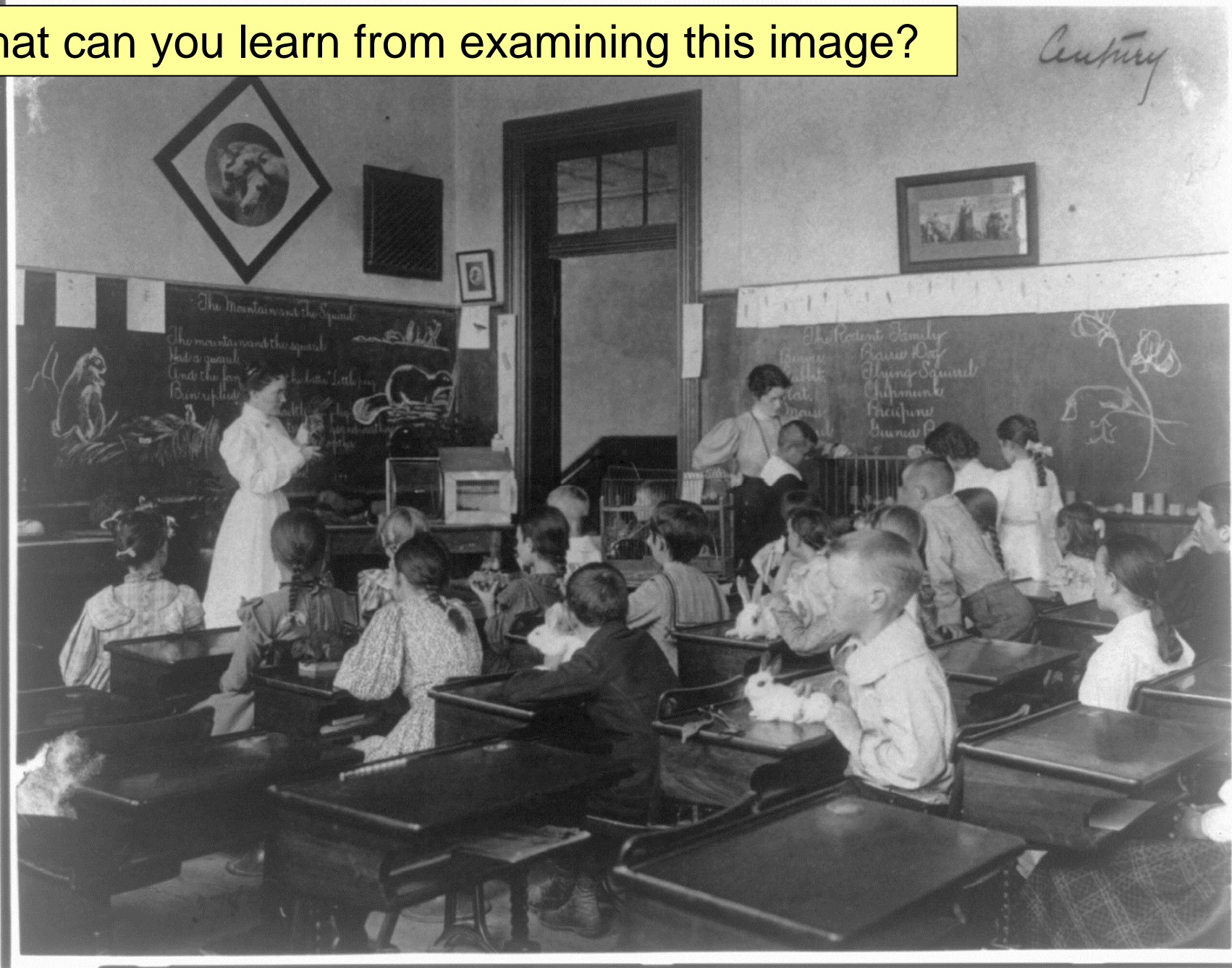
Education experts from the Library will

- engage participants in a model primary source analysis activity,
- facilitate a discussion about using primary sources in pairs

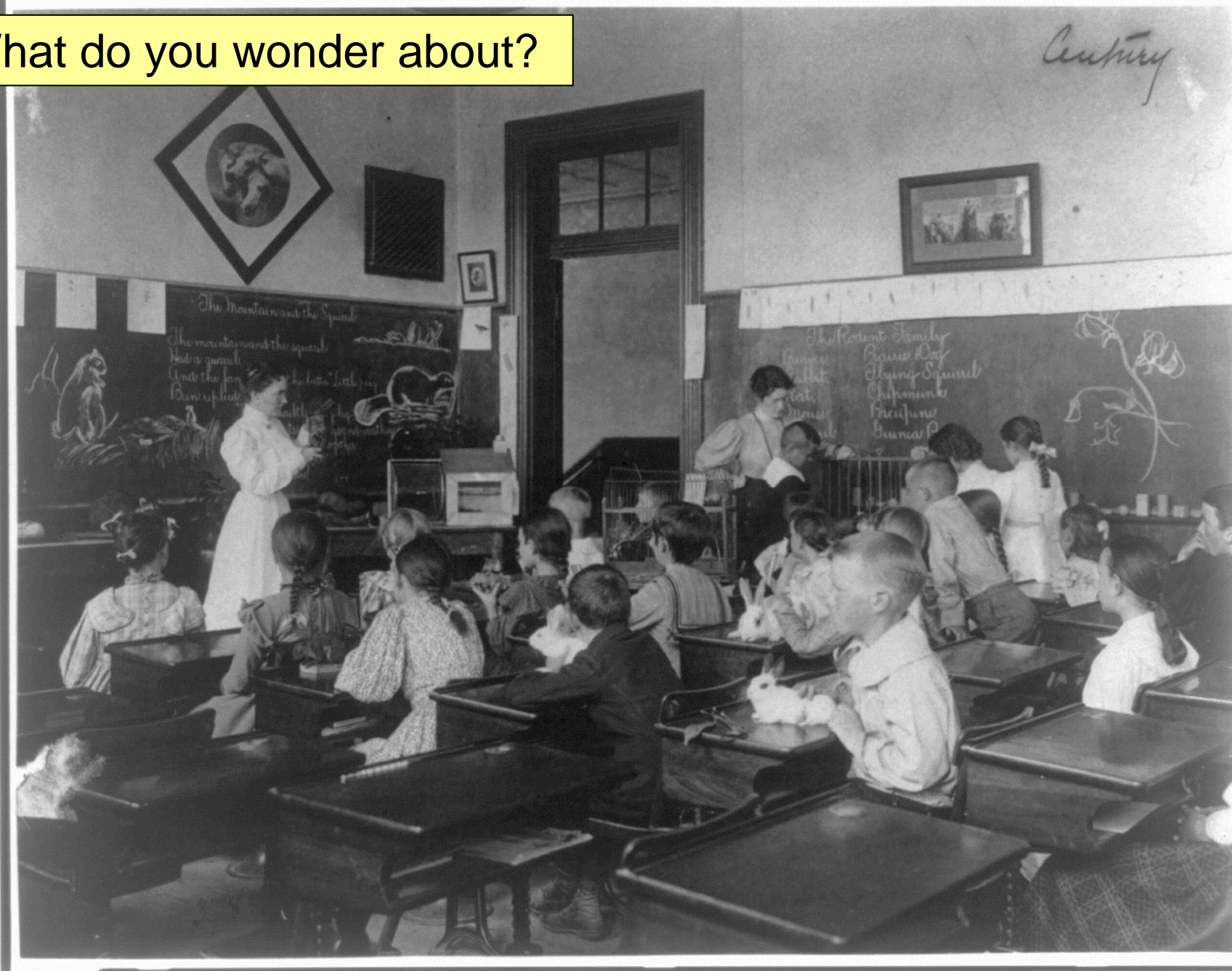
What's happening in this image?



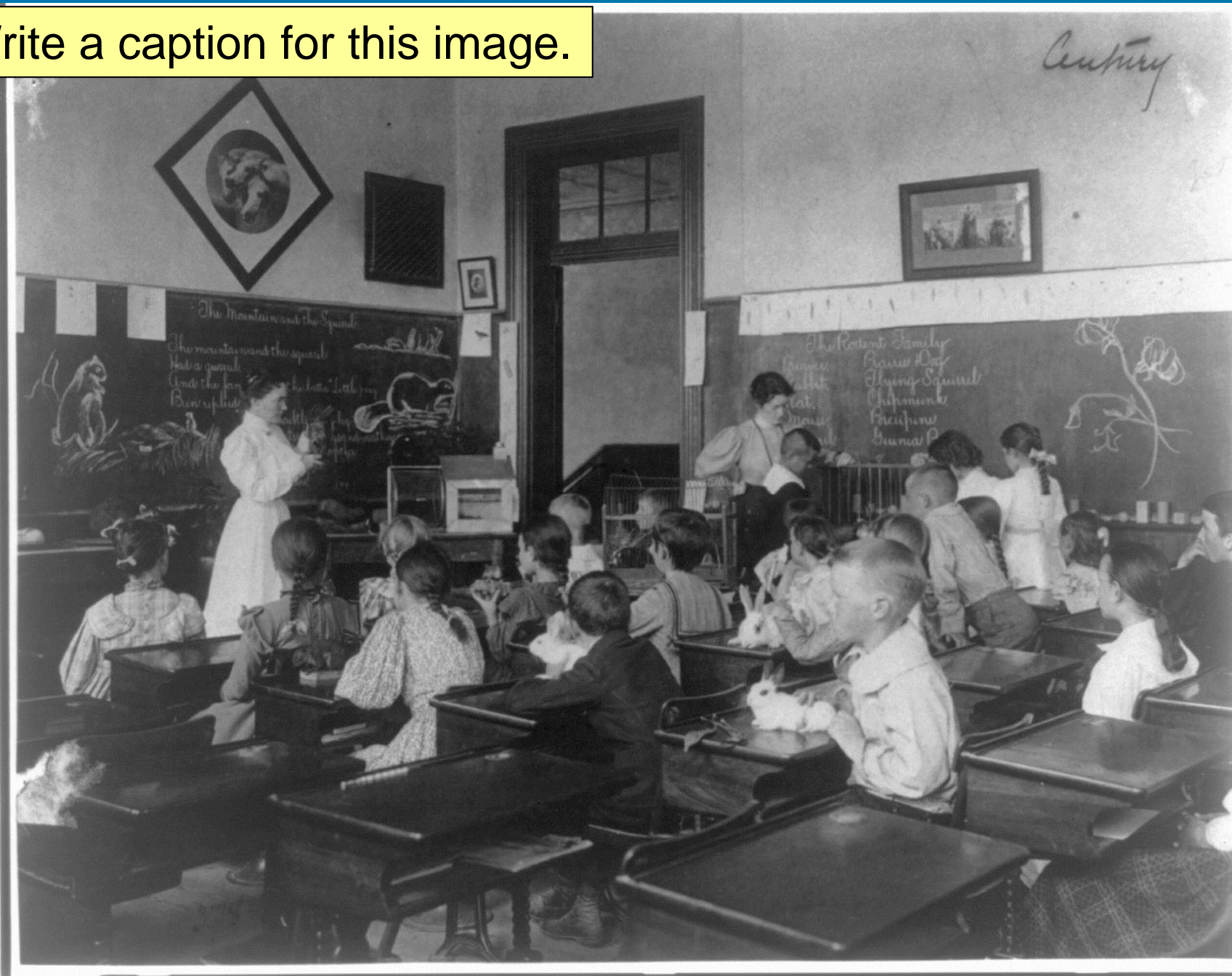
What can you learn from examining this image?



What do you wonder about?



Write a caption for this image.



Washington, D.C. Public Schools – classroom scenes and school activities



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Item is from [this group](#)

b&w film copy neg.
<http://hdl.loc.gov/loc.pnp/cph.3a30671>

Related

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Collection: [Johnston \(Frances Benjamin\) Collection](#)

Title: [Washington, D.C. Public Schools - classroom scenes and school activities]

Creator(s): [Johnston, Frances Benjamin, 1864-1952](#), photographer

Date Created/Published: [1899?]

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USA

Notes:

- Title and other information transcribed from caption card.
- Frances Benjamin Johnston Collection (Library of Congress).
- In album: "8th Division."

Subjects:

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PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

There are animal pictures on the blackboard.
I see an abacus.
There are pictures hung on the walls.
The students have rabbits.
List of rodents on the board.
All the desks are facing one way.
The picture is black and white.

These rabbits look stuffed.
These kids are having fun.
This is a rural area.
This is an old picture.

What year is this?
Who did the drawings?
What are they doing with the bunnies?
Are both ladies teachers?
Where is this school?
What is in the cages near the board?
Are rabbits rodents?

FURTHER INVESTIGATION

How did students learn about animals in the past?

TEACHER'S GUIDE

ANALYZING PHOTOGRAPHS & PRINTS



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.

OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. · **What do you notice first?**
- What people and objects are shown? · How are they arranged? · **What is the physical setting?**
 - What, if any, words do you see? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? · **What's happening in the image?** · When do you think it was made? · Who do you think was the audience for this image? · **What tools were used to create this?**
- **What can you learn from examining this image?** · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...**
- who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: **What more do you want to know, and how can you find out?**

A few follow-up activity ideas:

Beginning

Write a caption for the image.

Intermediate

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

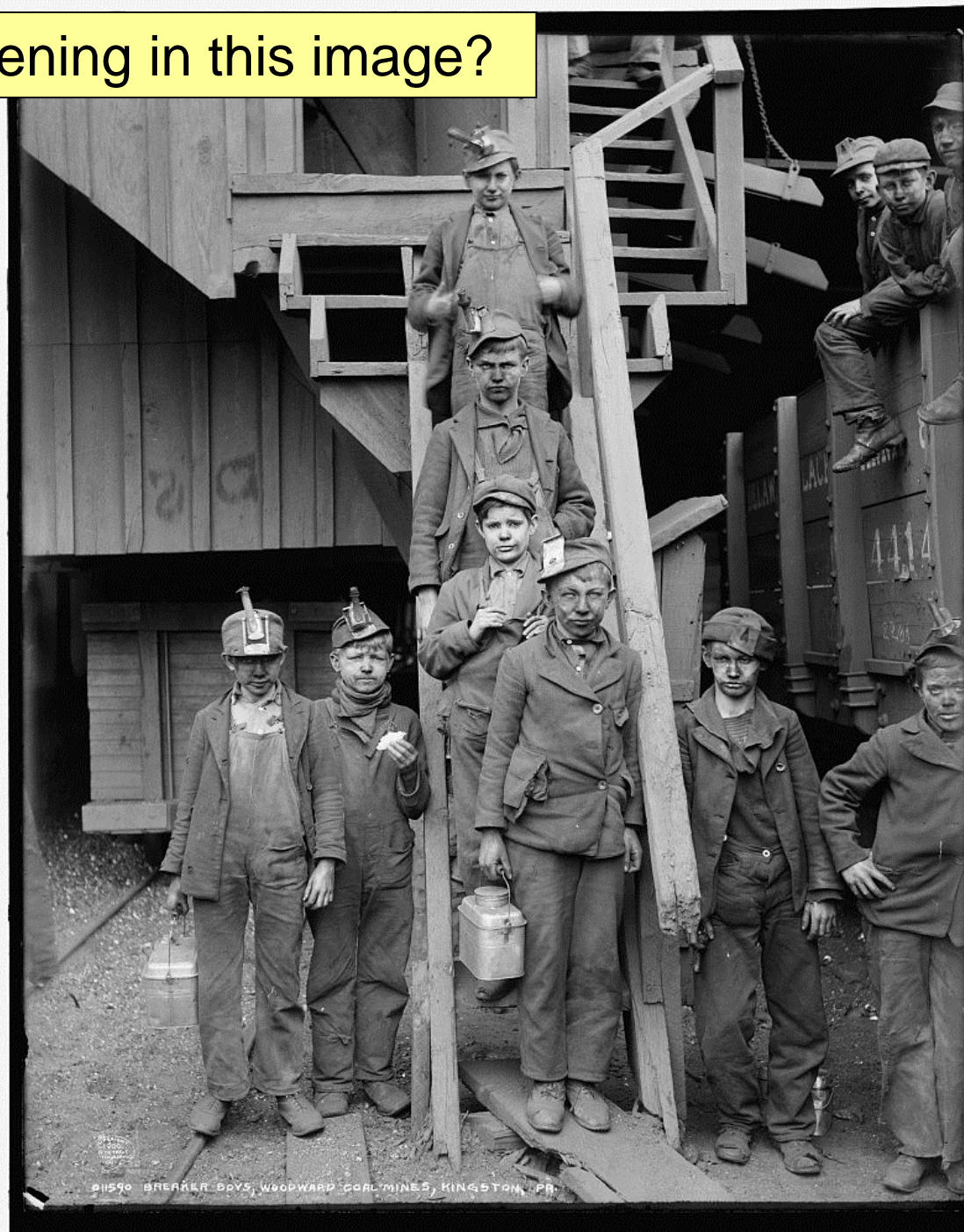
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

<http://loc.gov/teachers/usingprimarysources/guides.html>

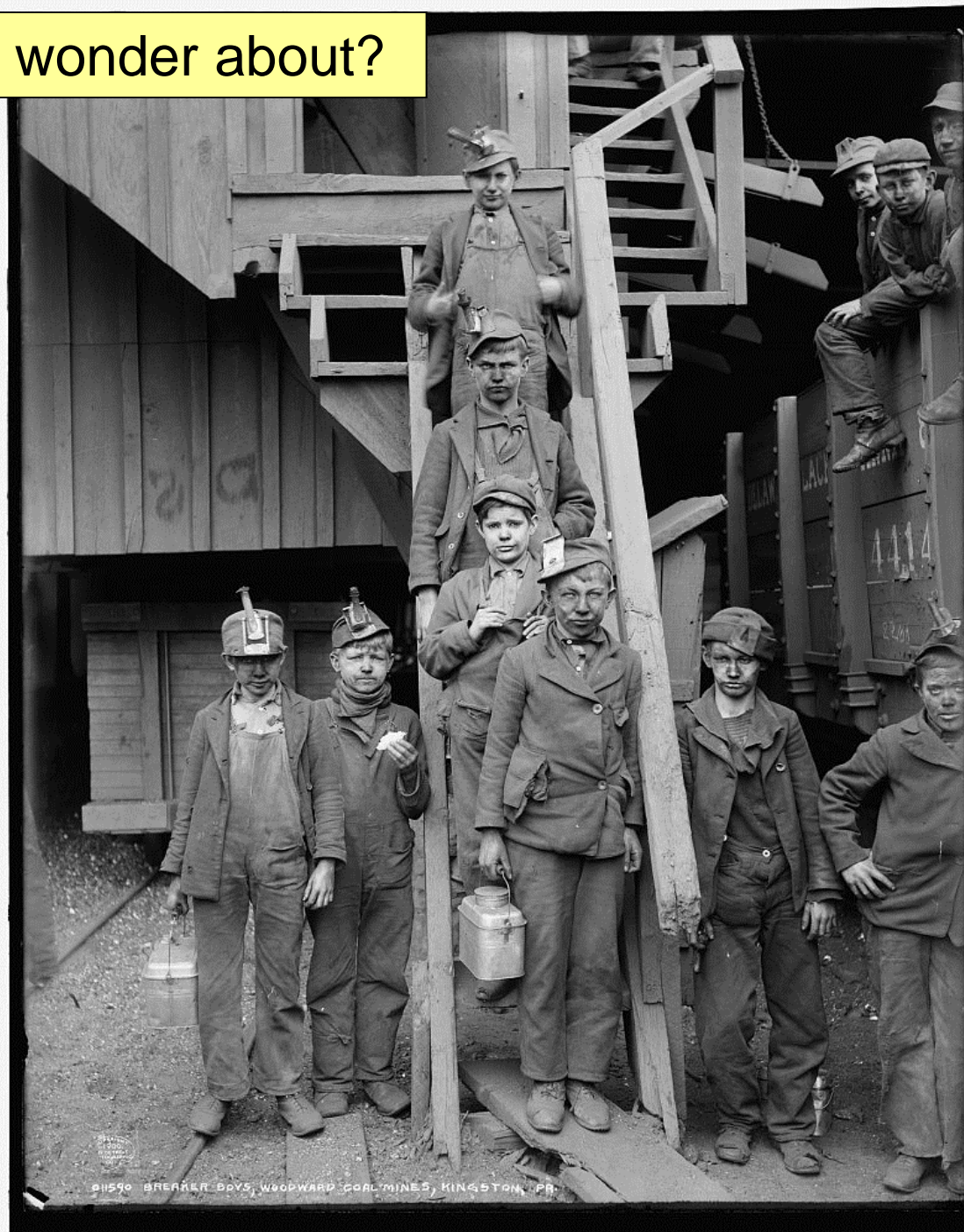
What's happening in this image?



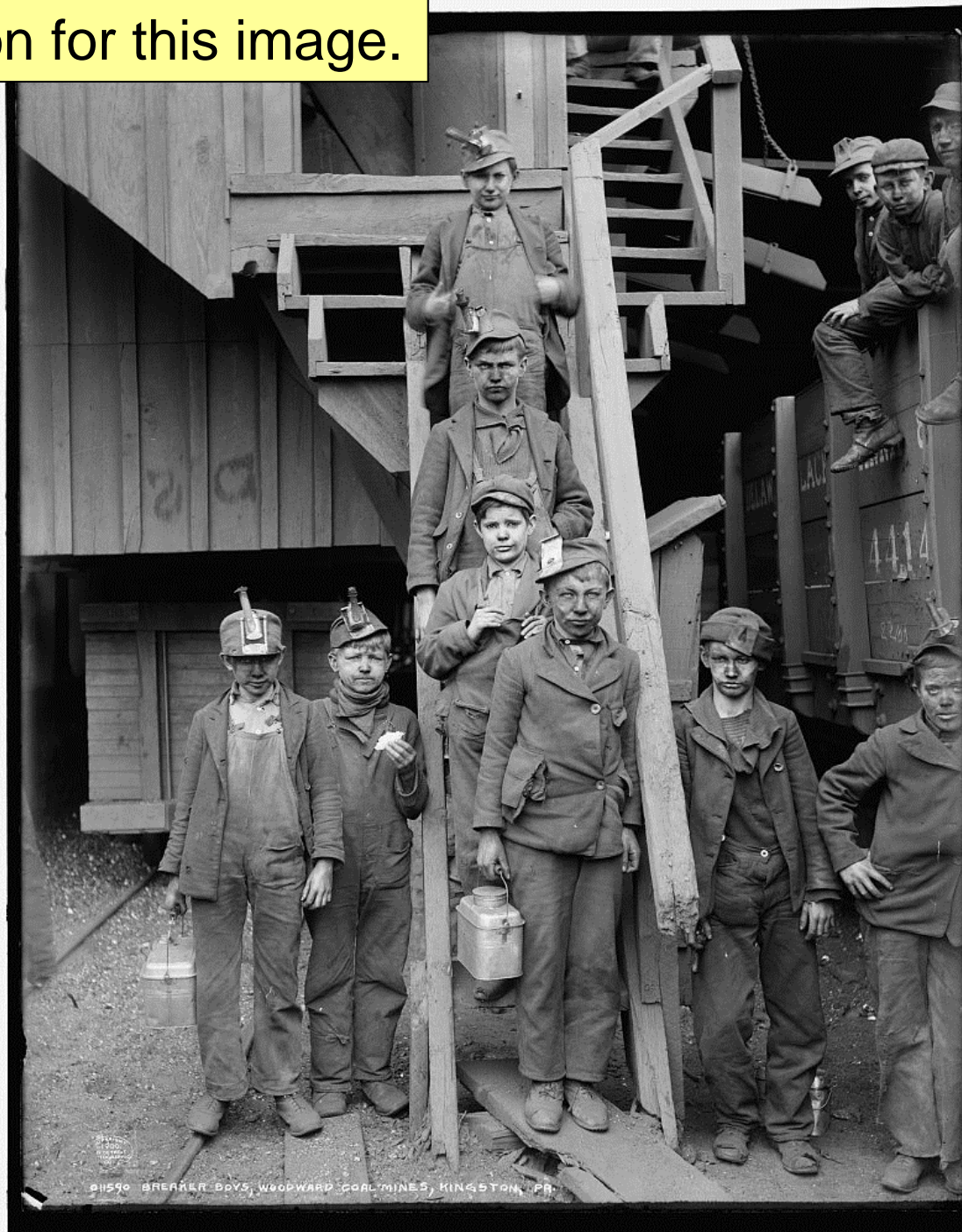
What can you learn from examining this image that is different from the other?



What do you wonder about?



Write a caption for this image.



Think about your teaching

What is powerful about pairing primary sources?

Think about your teaching

What strategies could you use in your library to help students connect with primary sources?

Think about primary source selection

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Children's Lives at the Turn of the Twentieth Century



Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more:

[Children's Lives at the Turn of the Twentieth Century Teacher's Guide](#) (PDF, 554 KB)

To help your students analyze these primary sources, get a graphic organizer and guides:

[Analysis Tool and Guides](#) »

Find out which standards this resource meets Common Core State Content Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3:



[Girls' playground](#)

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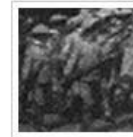
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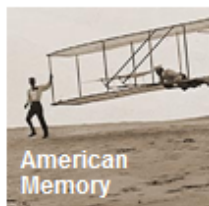
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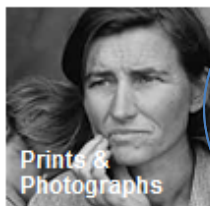
News from the Library

Rosa Parks Papers to Reside at Library of Congress

Collection Highlights



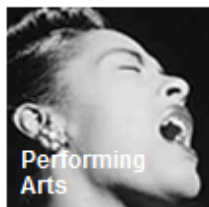
American Memory



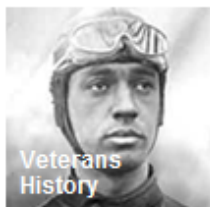
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Performing Arts



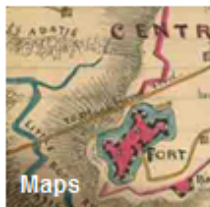
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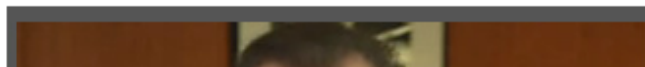
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Collection Highlights



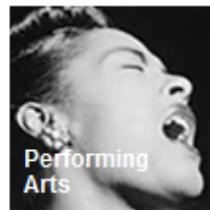
American Memory



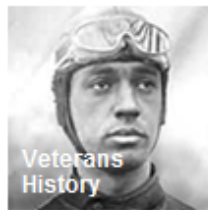
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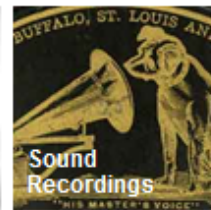
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Performing Arts



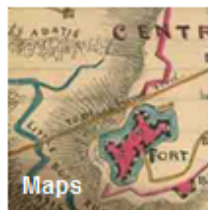
Veterans History



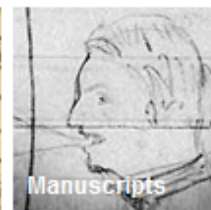
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In the small town of Selma, Alabama, in the early weeks of March 1965, a series of marches took place that brought the nation's civil rights struggle to a point of crisis, and that captured the attention of the world. The marches themselves, as well as the tense and sometimes violent confrontations that accompanied them, [...]

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The Library of Congress provides primary source-based, ready-to-use resources for teachers and facilitators:

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Over quick and easy ways to begin using primary sources in your classroom, with

More tips for finding primary sources

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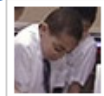
On your own for professional development? Earn a certificate of completion by taking the Library's self-paced interactive modules. Each multimedia-rich program delivers approximately one hour of staff development.

Available Modules (6)



[Introduction to the Library of Congress](#)

Get an overview of the digitized materials and K-12 resources from the Library of Congress.



[Supporting Inquiry with Primary Sources](#)

Teachers and students demonstrate how primary sources can be used to support inquiry learning. Inquiry encourages students to draw on their prior knowledge, personal experiences and critical thinking skills to construct meaning.



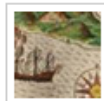
[Copyright and Primary Sources](#)

Learn how to evaluate primary sources from the Library's collections for the best use within copyright. Listen to several teachers as they evaluate the use of primary sources for use with their students.



[Analyzing Primary Sources: Photographs and Prints](#)

Learn how photographs and prints from the Library's collections can increase student engagement in the classroom.



[Analyzing Primary Sources: Maps](#)

Learn instructional strategies for using maps in the classroom.



[Finding Primary Sources](#)

Understand the breadth and depth of the Library's collections and listen to teachers as they find primary sources for their students.

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Professional Development

The Library of Congress Teaching with Primary Sources program provides primary source-based staff development to teachers across the country.

- Free
- Easy to use
- Standards-based
- Appropriate for all educators

Build and Deliver



Download and facilitate ready-to-present professional development modules from the Library's groundbreaking delivery system.

All content is aligned to NSDC, AASL and ISTE national standards. Ideal for:

- Staff Developers
- Content Chairs
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Train with the Library of Congress

Experts from the Library of Congress work directly with small groups of educators using material from the Library's Teaching with Primary Sources professional development program.



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Facilitated workshops by education resource specialists.



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September 23 Recording	Analyzing Primary Sources – Prints and Photographs	<p>Some of the most powerful primary sources in the collections of the Library of Congress are visual images. From photographs to prints, from political cartoons to advertisements, from posters to architectural drawings, these images seem to document every aspect of the human experience.</p> <p>By analyzing a visual image, students can discover more than just the image's content—they can also begin to explore its context. Analyzing images lets students discover new topics for exploration, and also build visual literacy skills that they can apply not only to primary sources, but to anything they see.</p> <p>Education experts from the Library will discuss the power of images, model how to analyze photographs and prints, and demonstrate how to find images from the Library of Congress.</p>
December 9 special time — 4:00 ET Recording	Searching LOC.gov	<p>The holdings of the Library of Congress are massive and so is its Web site. During this webinar, Library education experts will break it down for you to make it easier to navigate. As a result, you will understand the breadth and depth of the Library's collections.</p> <p>Topics covered include:</p> <ul style="list-style-type: none">• Shortcuts to finding primary sources• Tips for planning a search• Resources to learn more

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Using Primary Sources

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Using Primary Sources

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

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.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources

1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?
- Where does your eye go first?

Help students see key details.

- What do you see that you didn't expect?
- What powerful words and ideas are expressed?

Encourage students to think about their personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

2. Promote student inquiry.

Teacher's Guides and Analysis Tool

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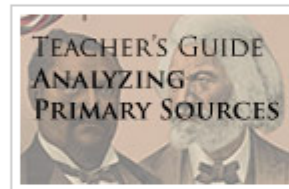
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Analysis Tool for Students

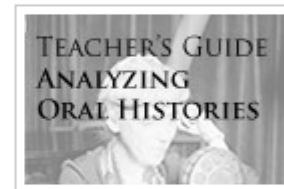


[Primary Source Analysis Tool](#)
[PDF version](#) (56 KB)

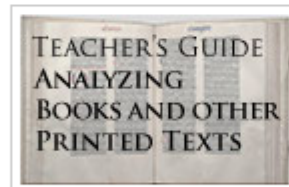
Teacher's Guides



[Analyzing Primary Sources](#) (PDF, 56 KB)



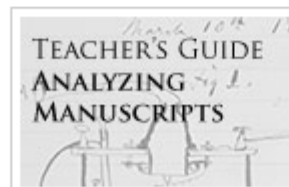
[Analyzing Oral Histories](#) (PDF, 73 KB)



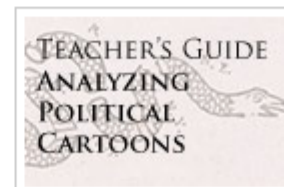
[Analyzing Books and Other Printed Texts](#) (PDF, 61 KB)



[Analyzing Photographs and Prints](#) (PDF, 55 KB)



[Analyzing Manuscripts](#) (PDF, 71 KB)



[Analyzing Political Cartoons](#) (PDF, 83 KB)



Q&A

Questions now?

After this session:

The screenshot shows the top portion of the Library of Congress website. At the top left, there are links for [LOC.GOV](#), [CONGRESS.GOV](#), and [COPYRIGHT.GOV](#). The main header features the Library of Congress logo and the text "LIBRARY OF CONGRESS". To the right of the logo are links for [Help](#), [Contact](#), and [Ask a Librarian](#), with the latter being circled in blue. Below the header is a dark blue navigation bar with links for [Discover](#), [Services](#), [Visit](#), [Education](#), [Connect](#), and [About](#). A search bar is located below the navigation bar, with a dropdown menu set to "All Formats", a search input field containing "Search Loc.gov", and a "GO" button. To the right of the search bar are icons for [Print](#), [Subscribe](#), [Share/Save](#), and [Give Feedback](#). The main content area is divided into three columns. The left column is titled "About the Library" and features a "CONGRESS.GOV" banner with the text "UP-TO-DATE LEGISLATIVE INFORMATION" and an image of the U.S. Capitol dome. The middle column is titled "Collection Highlights" and features three featured items: "American Memory" with an image of a person on a beach, "Prints & Photographs" with a portrait of a woman, and "Historic Newspapers" with an image of a newspaper. The right column features three promotional boxes: "CONGRESS.GOV" with the text "U.S. Legislative Information", "Copyright" with the text "U.S. Copyright Office", and "Library Catalog". At the bottom of the page, there is a dark blue footer with the Library of Congress logo and the text "LIBRARY OF CONGRESS" on the left, and "TEACHING with PRIMARY SOURCES" on the right.