

Primary Sources
Resource Book for IU13 Educators

*Prepared by Library of Congress Teaching with Primary Sources program at
California University of Pennsylvania 11/12/2012*

Table of Contents

Primary Source Education Resources	Pages 3-7
Informational Text Resources	Page 8
Teaching with Collections	Page 9
Student Research Assignments	Page 10
TPS Consortium Member List	Pages 11-16

Primary Source Education Resources

Library of Congress – Teachers

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

Here, educators have access to free, self-paced professional development that enables them to develop the skills and competencies to effectively use primary sources to develop critical thinking and inquiry skills among students. Additionally, they can access classroom materials by standards and link to the Teaching with Library of Congress Blog, which presents highly useful ways to use primary sources for effective classroom instruction.

TPS Journal

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

The TPS Journal is an online publication created by the Library of Congress Educational Outreach Division in collaboration with the TPS Educational Consortium.

Published quarterly, each issue focuses on pedagogical approaches to teaching with Library of Congress digitized primary sources in K-12 classrooms. *The TPS Journal* Editorial Board and Library staff peer review all content submitted by TPS Consortium members and their partners.

Harry Ransom Center - The University of Texas at Austin

Primary Source Education Modules

<http://www.hrc.utexas.edu/educator/modules/>

The Ransom Center's primary source education modules combine digitized archives and artifacts from the Center's collections with inquiry-based methods to teach understanding and analysis of primary source material. Each activity is printer-friendly and includes all of the materials you will need, including suggested procedures, worksheets, applicable educational standards, and facsimiles of documents and artifacts that can be downloaded for classroom and student use.

School of Education - Dominican University

<http://www.dom.edu/soe/programs/tps/resources.html>

Features Resource Links to Primary Sources and PowerPoint presentations demonstrating the use of Primary Sources for various learning applications

DESCRIBE It Strategy: Enhancing Students Understanding of Text-Based Primary Sources

http://www.dom.edu/export/sites/dominican/soe/downloads/Enhancing_Student_Understanding_of_Textbased_Primary_Sources.pdf

The Oregon History Project – Oregon Historical Society

http://www.ohs.org/education/oregonhistory/learning_center/dspResource.cfm?resource_ID=0006F349-C32D-1E3E-9CB580B05272FE9F#

Here, teachers will find innovative approaches for the use of primary sources, or historical records, including maps, photographs, manuscripts, newspapers, artifacts, ephemera and oral histories. Teachers should use these approaches in conjunction with the historic documents and headnotes offered in the OHP. These approaches are arranged by primary source type. Teachers can modify these approaches depending upon grade level.

Resources for Educators - The Portal to Texas History

<http://education.texashistory.unt.edu/index.html>

Features complete Primary Source-Based lesson plans about Texas History and a video tutorial about searching the Portal for Primary Sources. Also shows an example of Texas History Trading Cards that teachers can adapt to a learning activity using Microsoft Publisher.

Franklin D. Roosevelt Presidential Library and Museum

<http://www.fdrlibrary.marist.edu/education/resources/rap.html>

The Roosevelt Rap

The Roosevelt Rap is a rhythmic audio-visual timeline of the major events in the life of Franklin D. Roosevelt. Through fast-paced music played against a backdrop of historical images, students are introduced to over fifty facts and events that defined the Roosevelt era. Rap lyrics were written by Jeffrey Urbin, Education Specialist at the Franklin D. Roosevelt Presidential Library and Museum and the music was recorded by Robert Ferrin.

Primary Source

<http://primarysource.org/>

Primary Source promotes history and humanities education by connecting educators to people and cultures throughout the world. In partnership with teachers, scholars, and the broader community, Primary Source provides learning opportunities and curriculum resources for K-12 educators. By introducing global content, Primary Source shapes the way teachers and students learn, so that their knowledge is deeper and their thinking is flexible and open to inquiry.

Teach Afghanistan by Using Primary Sources

<http://asiasociety.org/education/resources-schools/professional-learning/teach-afghanistan-using-primary-sources>

Afghanistan is a very familiar name to American students. Many have relatives and friends who have served in military and civilian capacities there. But most American students have very little understanding about Afghanistan.

Homeland Afghanistan

[Homeland Afghanistan](#), explores the geopolitical and cultural heritage of the region through 75 video episodes, featuring leading experts as well as hundreds of archaeological finds, paintings, literary works, music, photographs, and documentary films.

Primary Source

[Primary Source](#), an institution dedicated to global education, has put together video training that provides an overview of the site's content and navigation, and ideas for how K-12 teachers might use the resource and the primary sources included within with their students. The videos below offer practical teaching and learning activities for different types of primary resources, as well as for different historical periods.

Dwight D. Eisenhower Library

Primary Sources: The Korean War

<http://www.dwightdiseisenhower.com/koreanwar.html>

Features an impressive list of primary source documents on the Korean War. Documents and photographs are categorized into the following: Military, Douglas MacArthur, 1952 Prison Camp, White House, Korean Refugees, West German Red Cross Hospital and POWs.

Also includes three Curriculum Units:

1. *Dwight D. Eisenhower: A Kansas Boy of Good Character*
K-3 Character Education Resources Book;

2. *World War II Spy Kit: The Great Nazi Intelligence Coup*

This engaging simulation/project is designed to introduce students to primary source material by having them participate in an exercise in historical "what might have been". Students will engage in critical thinking and document analysis and through the process, will learn more about Operation OVERLORD and World War II in general.

3. *Dreams of a Barefoot Boy: 1890—1911*

The first in a series of new curriculum units that explore the life and times of Dwight D. Eisenhower.

The Center for Education in Engineering and Science Education

<http://www.ciese.org/primarysourceproj.html>

Primary Source and Archived Collection Project

1. Historical Treasure Chests - A Grade 5-12 Social Studies and Language Arts Activity

This project provides a model for engaging students in an investigation of authentic materials from the past. The students will be provided with four primary sources and questions to guide their investigation.

2. Movie in the Making – A Language Arts Activity

In this project, students will report on a book by describing how they would turn that book into a motion picture. After reading and studying the main components of their novel (character, plot, conflict, climax and denouement), students will use their imaginations to explain how they would cast and direct the movie versions. This project also provides enrichment activities where in the students will access archived materials such as the Academy Awards Data Base, movie posters, and movie reviews.

3. Population Growth – A Grades 6-12

This series of activities explores the mathematical and environmental aspects of population growth. Using archived census and demographic data as well as up-to-the-minute population estimates from the U.S. Census Bureau, students will learn how to model population growth and study the implications of a changing population.

Teachinghistory.org

Deciphering Primary Source Documents

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24270>

A guide for helping students read difficult documents. Also includes links to other primary source instructional topics.

Teaching Channel – requires free registration

http://www.teachingchannel.org/videos?landing_page=Common+Core+Landing+Page&gclid=CMiujcKcmKwCFYIAQAodUDEOQQ

Teaching Channel is a video showcase—on the Internet and TV—of inspiring and effective teaching practices in America's schools. It is a rapidly growing community of more than 75,000 registered members who trade ideas and share inspiration from each other.

Its mission is to revolutionize how teachers learn, connect, and inspire each other to improve the outcomes for all K-12 students across America. View "*Learning to Read the Core: A View from 30,000'*

The National Humanities Center

The National Humanities Center offers free collections of primary sources for history, English, and humanities teachers. <http://americainclass.org/primary-sources/> Texts are preceded by framing questions and contextualizing head notes and followed by discussion questions. Documents are provided in PDF format and are annotated and excerpted for immediate classroom use. Join for a free online seminar which will explore a set of texts and introduce you to teaching with primary source materials. All texts are free and online for teachers and students. Use promotional code: NHC when registering: <http://americainclass.org/seminars/>

The National Archives

<http://www.archives.gov/http://www.archives.gov/education/>

This is a wonderful resource and they have documents created for students and teachers to use.

The British one is here

<http://www.nationalarchives.gov.uk/>

Internet History Sourcebooks:

<http://www.fordham.edu/Halsall/index.asp>

The editor of the site describes it this way: "The Internet History Sourcebooks Project is a collection of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use."

The Global History Educator

<http://cperrier.edublogs.org/2012/03/11/the-cult-and-myth-of-the-%E2%80%9Clittle%E2%80%9D-historian-primary-sources-in-social-studies-education/>

On this Day in Asian History

<http://www.asiaobserver.org/category/news/on-this-day-in-asian-history>

There are the main facts in Asian history, with the best internet links for the topics

Asia for Educators - Columbia University

<http://afe.easia.columbia.edu/>

Offers primary sources, lesson plans, print/video resources, elementary-level resources, timelines, and central themes and key points

Fold 3

<http://www.fold3.com/>

Offers very interesting primary sources from the U.S. involvement in military engagements since the Civil War. Claims to be the web's premier collection of original military records

Florida History and Early American Exploration

www.floridahistorydvd.com

Offers over 45 3-4 minute first person videos and over 300 images about Florida History and Early American Exploration.

"Teaching Historical Analysis And Thinking Using the Internet"

<http://publications.socialstudies.org/se/7201/720131.pdf>

Instructional article with resource links.

Informational Text Resources

Following are links to resources related to informational text. By reading them, one will better understand that informational text is different things to different people. For the sake of alignment with common core, it is best for educators to adhere to the Common Core definition as it is a broad definition that practically allows educators to choose from a variety of classroom materials for effective instruction. Note that awareness of the narrower definition of information text helps one to better understand what informational text is and how it can be used effectively for classroom instruction.

Common Core Informational Text

<http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/range-of-text-types-for-612>

Definition for Informational Text according to Common Core

What's the Difference between Informational Text and Nonfiction

http://teacher.scholastic.com/products/scholasticprofessional/authors/pdfs/duke_sample_pages.pdf

Often the terms “informational text” and “nonfiction” are used interchangeably. In this view, however, they are not the same. Informational text is a type of nonfiction—a *very* important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of *literature* that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.

What is Informational Text for Young Children

<http://umaine.edu/edhd/school-community-resources/maine-early-litarcy-site-mels/correll-book-award/what-is-informational-text/>

Informational Text is a subset of the larger category of non-fiction (Duke & Bennett-Armistead, 2003). Its primary purpose is to inform the reader about the natural or social world. Different from fiction, and other forms of non-fiction, informational text does not utilize characters. Further, it has specialized language characteristics such as general nouns and timeless verbs that are not common in other genres.

The Times and the Common Core Standards: Reading Strategies for ‘Informational Text’

<http://learning.blogs.nytimes.com/2011/06/14/the-times-and-the-common-core-standards-reading-strategies-for-informational-text/>

Good article about how Informational Text from the NY Times can be used as a Reading Strategy in alignment with Common Core Standards.

Teaching with Collections

National Park Service Teaching with Museum Collections

http://www.nps.gov/museum/tmc/tmc_links.html

Click on Teaching with Museum Collections lesson plan template

See also Teaching with Historic Sites

Smithsonian Education

http://www.smithsonianeducation.org/educators/lesson_plans/collections/index.html

The two lessons in this issue were created by educators at the Smithsonian Early Enrichment Center (SEEC), a preschool and kindergarten on the National Mall in Washington, D.C. One of the missions of SEEC is to foster critical-thinking skills through “real-world learning,” which includes explorations of the Smithsonian’s many art, history, and science collections.

See also left hand side of page for link to “Used This Resource: Write a Review for Other Educators.”

Harvard Faculty of Arts and Sciences

<http://www.fas.harvard.edu/home/content/teaching-collections>

View a Video of a Panel on Active Learning

Student Research Assignments

Creating Successful Research Skills Assignments

<http://gethelp.library.upenn.edu/faculty/researchassignments.html>

Contains tips on creating library research skills assignments and assignments examples that include primary source research

Teachers' Assessment of Students' Research Skills

Karel Stokking, Marieke van der Schaaf, Jos Jaspers and Gijsbert Erkens

British Educational Research Journal , Vol. 30, No. 1 (Feb., 2004), pp. 93-116

<http://www.jstor.org/stable/1502205?seq=1>

Library of Congress Teaching with Primary Sources Consortium Members

Many TPS Consortium Members offer valuable resource links for using primary sources effectively in the classroom. View the links of each partner to find valuable resources and instructional strategies related to primary source instruction..

CALIFORNIA

Cotsen Foundation for the Art of Teaching

Co-Coordinator: Barbara Golding, Judith Kantor, Ruthellen Moss
12100 Wilshire Boulevard, Suite 920
Los Angeles, CA 90025
(310) 826-0504 (310) 826-0504
<http://cotsen.org/uclalabschool/tps/>

Stanford University

Director: Sam Wineburg
Stanford History Education Group
485 Lasuen Mall
Stanford, CA 94305-3096
(650) 721-1660 (650) 721-1660
<http://tps.stanford.edu/>
[September 2010 Consortium Member Showcase](#)

University of California, Davis

Director: Nancy McTygue
The California History-Social Science Project
University of California
One Shields Ave., 175 Kerr Hall
Davis, CA 95616
(530) 752-0572 (530) 752-0572
<http://tps.ucdavis.edu/>

COLORADO

The Metropolitan State College of Denver

Director: Peggy O'Neill-Jones
P.O. Box 173362
Campus Box 35
Denver, CO 80217
(303) 556-4821 (303) 556-4821
<http://tpscolorado.mscd.edu>
[July 2008 Consortium Member Showcase](#)

University of Northern Colorado

Director: Anne Bell
McKee Hall 125
Campus Box 106
Greeley, CO 80639
970-351-1523 970-351-1523

<http://www.unctps.org/>
[June 2009 Consortium Member Showcase](#)

FLORIDA

University of Central Florida

Director: Scott Waring
Social Science Education
4000 Central Florida Boulevard, ED 206 J
Orlando, FL 32816
(407) 823-1766 (407) 823-1766
<http://tps.ucf.edu/>
[May 2011 Consortium Member Showcase](#)

IDAHO, MONTANA, OREGON AND WASHINGTON

Northwest Council for Computer Education (NCCE)

Director: Heidi Rogers
Asst. Director: Becky Firth
1031 N Academic Way, Suite 242
Coeur d'Alene, ID 83814
(360) 873-8166 (360) 873-8166
<http://www.ncce.org>

ILLINOIS

Barat Education Foundation

Director: Mara Grujanac
PO Box 457
Lake Forest, IL 60045
(847) 501-1726 (847) 501-1726
<http://www.barat-tps.org/>
[August 2008 Consortium Member Showcase](#)

DePaul University

Director: Margo Tomaras
1 E. Jackson
Chicago, IL 60604
(312) 362-8519 (312) 362-8519
<http://tps.depaul.edu>
[October 2008 Consortium Member Showcase](#)

Eastern Illinois University

Director: Cindy Rich
600 Lincoln Ave.
Charleston, IL 61920
(217) 581-8378 (217) 581-8378
<http://www.eiu.edu/~eiutps/>
[December 2008 Consortium Member Showcase](#)

Federation of Independent Illinois Colleges and Universities

Director: Mark Newman
1123 S. 2nd St.
Springfield, IL 62704
(217) 789-1400 (217) 789-1400
<http://tps.nl.edu/>
[March 2009 Consortium Member Showcase](#)

Governors State University

Director: Lucianne Brown
1 University Park Way
University Park, IL 60466
(708) 235-7575 (708) 235-7575
<http://tps.govst.edu/>
[May 2009 Consortium Member Showcase](#)

Illinois State University

Director: Richard Satchwell
Milner Library
Campus Box 8900
Normal, IL 61790
(309) 438-3474 (309) 438-3474
<http://www.mlb.ilstu.edu/tps/>
[July 2009 Consortium Member Showcase](#)

Loyola University Chicago

Director: Michelle Fry
820 N. Michigan Ave.
Chicago, IL 60611
(312) 915-6897 (312) 915-6897
<http://www.loyolachicagotps.com/>
[September 2009 Consortium Member Showcase](#)

Quincy University

Director: Byron D. Holdiman
1800 College Ave.
Quincy, IL 62301
(217) 228-5429 (217) 228-5429
<http://qutps.org>
[November 2009 Consortium Member Showcase](#)

Rockford College

Director: Debra Dew
Lang 103
5050 E. State Street
Rockford, IL 61108
(815) 394-5204 (815) 394-5204
<http://www.rockford.edu/?TPS>
[May 2010 Consortium Member Showcase](#)

Southern Illinois University - Carbondale

Director: Jerry Hostetler
College of Education
Pulliam 106, Mail Code 4624
Carbondale, IL 62901
(618) 453-7388 (618) 453-7388
<http://tps.coehs.siu.edu>
[January 2009 Consortium Member Showcase](#)

Southern Illinois University - Edwardsville

Director: Amy Wilkinson
Camp Box 1049, Office AH 1139
Edwardsville, IL 62026
(618) 650-3777 (618) 650-3777
<http://www.siu.edu/tps>
[February 2010 Consortium Member Showcase](#)

INDIANA

The Center on Congress at Indiana University

Director: Elaine Larson
1315 E. Tenth Street, Suite 320
Bloomington, IN 47405
(812) 361-3262 (812) 361-3262
<http://www.tpscongress.org>
[November 2008 Consortium Member Showcase](#)

LOUISIANA

Southeastern Louisiana University

Director: Shirley W. Jacob
College of Education and Human Development
TEC 2004A
Hammond, LA 70402
(985) 549-2221 (985) 549-2221
<http://www.tps-louisiana.org>
[March 2010 Consortium Member Showcase](#)

MASSACHUSETTS

Collaborative for Educational Services

Director: Richard Cairn
97 Hawley Street
Northampton, MA 01060
(413) 586-4900 (413) 586-4900
<http://emergingamerica.org/tps>

NEW YORK

United Federation of Teachers Educational Foundation

Coordinator: Charles LoBello
UFT Teacher Center

52 Broadway, 18th Floor
New York, NY 10004
(212) 598-9236 (212) 598-9236
<http://www.ufttc.org/>

NORTH CAROLINA

Mars Hill College

Director: Tom Destino
Asst. Director: AnneMarie Walter
100 Athletic Street
Mars Hill, NC 28754
(828) 689-1181 (828) 689-1181
<http://www.mhc.edu/tps/>
[August 2009 Consortium Member Showcase](#)

PENNSYLVANIA

California University of Pennsylvania

Director: Michael J. Brna
250 University Ave. Box 101
California, PA 15419
(724) 938-6023 (724) 938-6023
<http://tiny.cc/calutps>
[September 2008 Consortium Member Showcase](#)

The University of the Arts

Director: Erin Elman
Continuing Studies
320 S. Broad Street
Philadelphia, PA 19102
(215) 717-6372 (215) 717-6372
<http://tps.uarts.edu/>

Waynesburg University

Director: Barbara Kirby
51 West College St.
Waynesburg, PA 15370
(724) 852-3388 (724) 852-3388
<http://tps.waynesburg.edu>
[April 2009 Consortium Member Showcase](#)

TENNESSEE

Middle Tennessee State University

Director: Carroll Van West
The Center for Historic Preservation
P.O. Box 80, MTSU
Murfreesboro, TN 37132
(615) 898-2947 (615) 898-2947
<http://library.mtsu.edu/tps/>
[October 2009 Consortium Member Showcase](#)

VIRGINIA

Northern Virginia Partnership

Director: Sherry Levitt
11244 Waples Mill Road, Suite G-2
Fairfax, VA 22030
(703) 294-6270 (703) 294-6270
<http://www.tpsnva.org>
[February 2009 Consortium Member Showcase](#)

WYOMING

University of Northern Colorado

Director: Anne Bell
McKee Hall 125
Campus Box 106
Greeley, CO 80639
970-351-1523 970-351-1523
<http://www.unctps.org/>
[June 2009 Consortium Member Showcase](#)