



Teaching with Primary Sources Mississippi and the U. S. Grant Presidential Library

Summer Professional Development

June 22, 2018

Schedule:

8:30-8:45 – Welcome

8:50 – 9:45 – Session 1

9:50 – 10:45 – Session 2

10:50 – 11:45 – Session 3

11:50-12:45 – Session 4

12:45 – 1:45 pm – Lunch on Your Own

1:45 – 2:40 pm – Session 5

2:45 – 3:40 pm – Session 6

3:45 – 4pm – Closing and CEU Information

Session Topics Overview (details below):

- U.S. Grant PD and Museum Tour (This is a 2-hour session – all other sessions are 1 hour; please attend in your assigned group time slot)
- Overview of the Library of Congress, Locating its Resources, and Understanding Primary vs. Secondary Sources
- Differentiating Primary Sources and Using the TPS Teachers Network – **REQUIRED**
- Visual Discovery as a Pedagogical Tool to Effectively Use Primary Sources
- Teaching with Primary Sources on the Crisis at Fort Sumter Using Inquiry
- Creating Text Sets Incorporating Primary Sources
- Analyzing Primary Sources Using Discussion Based Methods and Historical Thinking

U.S. Grant PD and Museum Tour (This is a 2 hour session – all other sessions are 1 hour)

4th Floor Mitchell Memorial Library

- Teaching the Civil War and Reconstruction – Ryan Semmes, Associate Professor
 - Describe examples of the benefits of teaching with primary sources.
 - Identify primary source resources for teaching about the Civil War and Reconstruction
- Discovering and Evaluating Web Resources, David Nolen, Associate Professor
 - Access teaching tools and primary sources online.
 - Evaluate web resources for teaching with primary sources.
- Practical Applications of Primary Sources in the Classroom - Carrie Mastley
Content focus – understanding point of view in political cartoons – Abraham Lincoln and the 1864 Presidential Election
 - Analyze a primary source using Library of Congress tools.
 - Analyze a set of related primary sources in order to identify multiple perspectives.
 - Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry- based learning, historical thinking, etc.).
- Tour of the U.S. Grant Presidential Library



Introduction to Library of Congress Resources and Teaching with Primary Sources

Dr. Nicole Miller – Library – Giles Computer Lab

- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
- Describe examples of the benefits of teaching with primary sources.
- Analyze a primary source using Library of Congress tools.
- Access teaching tools and primary sources from [loc.gov/teachers](https://www.loc.gov/teachers).
- Access primary sources and teaching resources from loc.gov for instructional use

Using the TPS Teachers Network and Differentiating Primary Sources* - REQUIRED

Dr. Nicole Miller – Library – Giles Computer Lab

- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.).
- Examine ways to differentiate a primary source for teaching.
- Identify the features, purpose, and uses of the TPS Teachers Network.

Visual Discovery as a Pedagogical Tool to Effectively Use Primary Sources

Dr. Paul Binford – Allen 251

- Analyze primary sources in different formats
- Analyze a set of related primary sources in order to identify multiple perspectives
- Facilitate a primary source analysis using Library of Congress tools
- Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry- based learning, historical thinking, etc.).

Teaching with Primary Sources on the Crisis at Fort Sumter Using Inquiry

Dr. Paul Binford – Allen 251

- Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry- based learning, historical thinking, etc.).
- Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

Creating Text Sets Incorporating Primary Sources

Dr. Stephanie Lemley – Allen 249

- Describe how text sets can be used in the social studies classroom
- Identify mentor texts to use in social studies
- List the characteristics of mentor texts
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.)
- Access primary sources and teaching resources from loc.gov for instructional use

Analyzing Primary Sources Using Discussion Based Methods and Historical Thinking

Eddie Rangel, Christy Davenport, & Fraser Livingstone – Allen 249

- Analyze a set of related primary sources.
- Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry- based learning, historical thinking, etc.).