



Teaching with Primary Sources Mississippi- Engaging Students with Library of Congress Resources to Support Thinking Skills and Information Literacy

Mississippi Association for Gifted Children
2019 Annual State Conference

Dr. Nicole Miller, Mississippi State University

ncm39@msstate.edu

<http://www.msstatetps.org>





- Teaching with Primary Sources Mississippi is proud to be part of the Library of Congress Teaching with Primary Sources Consortium.
- Teaching with Primary Sources (TPS) is the Library of Congress's premier educational program, focused on helping educators enhance students' critical thinking and analysis skills and content knowledge using their collection of millions of primary sources.
- What we do:
 - Create and share classroom resources
 - Conduct PD in districts and schools
 - Conduct PD in cooperation with other organizations in the state
 - Conduct two week-long seminars each summer at Mississippi State University
 - Recruit and train TPS-Mississippi Instructional Coaches to conduct PD (2 elementary, 2 middle, and 2 high school per year)

LIBRARY OF CONGRESS
TEACHING WITH **PRIMARY SOURCES**
Consortium Member

Overview

- This session will provide an overview of the resources available for teaching with primary sources from TPS Mississippi as well as the Library of Congress Teaching with Primary Sources consortium to meet various Gifted Standards including instructional strategies (e.g. visual discovery and see, think, wonder) and lesson plans (LOC and TPS Mississippi).
- Additionally, the concept of historical thinking will be introduced as a foundation for teaching with primary sources and information literacy.



How do you use primary sources in the classroom?



Or how do you think you could use them? Consider, instructional strategies, resources, or tools, etc.

Collaborate!

How do you use primary sources in the classroom?

Draw It

Level 1: Gathering Evidence - Only identify what details you can find. Don't guess, or interpret at this point. Just find details.

- What do you see in this image?
 - What key details, or pieces of evidence do you see?
 - How would you describe the scene and the people? What do you hear or smell in this scene?
- You can type notes, or circle key components you notice.



Draw It

Level 2: Interpreting Evidence • What do you think is happening in this scene? Be prepared to support your opinion with two pieces of evidence. • Where might this scene have taken place? Give two pieces of evidence to support your answer. • What do you think is the approximate date of this scene? Give one piece of evidence to support your answer.



Draw It

Level 3: Making Hypotheses from Evidence • How do you think these people were feeling at this time and place? • Why do you think these people are fighting? • Why do you think this image was created?



Visual Discovery

- 1) Arrange your classroom- Make sure students can interact and that the image is projected as large as possible.
- 2) Use a few powerful images-Don't bombard your students. Instead select a few rich images and focus on them for as long as 20 minutes.
- 3) Ask questions carefully-Use TCI's Detective Analogy to guide students through the discovery of information beginning with the most basic (What do you see?) to more complex (What do you think it represents?).
- 4) Challenge students to read about the image-You'll be amazed at how eager they are to read after you've piqued their curiosity with an image.
- 5) Have students interact with the image-Act-it-outs get students out of their seats interacting with the image.

<https://www.teachhci.com/visual-discovery-how-it-works-and-where-to-find-free-images/>

What do primary sources allow us to do?

- Teach and develop historical/critical thinking skills
 - Aligns with ELA MCCRs
 - Aligns with the Gifted Standards for Information Literacy
- Engage students with the raw materials of history
- Support *inquiry* by posing questions that are relevant to learning goals and require analysis of primary sources
- Empathize with, and understand, the past

MDE Gifted Standards for Information Literacy

- Most grade level standards K-8 can be met through supporting historical thinking with primary sources
- Examples:
 - 2nd Grade –
 - Interpret research from teacher-approved resources
 - Formulate questions for study
 - 3rd Grade –
 - Examine a historical event or person by analyzing...
 - 4th Grade –
 - Justify conclusions and generalizations based upon data gathered through research
 - 5th Grade – explicitly address primary sources
 - Utilize primary and secondary sources to provide new knowledge or understanding in a particular area
 - Middle School
 - Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information

Types of Thinking: For Understanding



Thinking Move	Sample Student Questions
1. Observing closely and describing what's there - Looking closely at things, describing them, noticing details, or detecting patterns.	What do you see and notice?
2. Building explanations and interpretations - Building our own explanations, theories, hypotheses, or interpretations.	What's really going on here?
3. Reasoning with evidence - Reasoning with evidence and supporting our ideas with facts and reasons.	Why do you think so?
4. Making connections - Making connections between different things, to the world, or to our own lives.	How does this fit what you already know?
5. Considering different viewpoints and perspectives - Looking at things from different perspectives and points of view to see things in a new way.	What's another angle on this?
6. Capturing the heart and forming conclusions - Identifying the central or core ideas, forming conclusions, or capturing the essence of things.	What's at the core or center of this?
7. Wondering and asking questions - Wondering, raising issues, and showing curiosity about what we are studying.	What are you curious about here?
8. Uncovering complexity and going below the surface of things - Digging deeply into a topic to uncover mysteries, complexities, and challenges.	What lies beneath the surface of this?

Poll

Are you familiar with the concept of historical thinking skills?

- Yes
- Maybe
- No

Historical Thinking Skills

Heuristics for Historical Thinking

- Sourcing
 - What:
 - Examination of the “source or attribution” of a text (Wineburg, 1991a, p. 79).
 - Why:
 - Historical documents are interpretations of events (Nokes, 2010; Nokes, Dole, & Hacker, 2007).
 - Author’s point of view and bias can influence a text

To look at where a source came from in order to try and understand it.

1. Sourcing

Many times sourcing is done **prior** to reading a document.



When historians “source” a document they look at...

- Who is the Author?
- When was it created?
- Why was it created?
- What is the purpose of this document?

When “sourcing” a document, Historians are looking...

- To make predictions about what they might read.
- For the possibility of any bias from the author.
- Whether or not they can trust the reliability of the document.



Discuss:

What does it mean to be “bias?”

Heuristics for Historical Thinking

- Contextualization

- What:

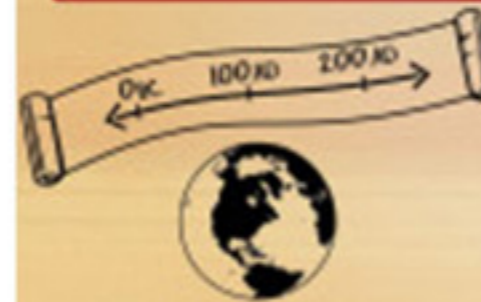
- Consider when and where the historical events occurred
 - How might the circumstances in which the document was created affect its content?
 - Placing it in a “chronological sequence” and by “determining the conditions of their occurrence...” (Wineburg, 1991a, p. 80).

- Why:

- Gives students a framework for understanding a historical event
 - Students are more able to make inferences about the information presented in the document, as well as construct a deeper understanding

2. Contextualization

This asks you to locate the document in time and place. Seeking out what other events were going on in the world that might have influenced the document.



Historians look for...

- When and where the document was created.
- What was going before, during, and after it was created?
- What else was going on in the State? Country? World?

When “contextualizing” a document, historians love to use...

- Maps
- Graphs
- Census Data
- Timelines



Census:
A count of the population of the United States that happens every 10 years.



Heuristics for Historical Thinking

- Corroboration
 - What:
 - Compare information from one document with information from other documents
 - Why:
 - In order to check the accuracy of the material (Nokes, 2010; Nokes, Dole, & Hacker, 2007; Wineburg, 1991b)

To corroborate sources, asks historians to consider what other sources on the event/topic say. This is done to determine where sources agree and disagree.

3. Corroborate



After reading, historians ask...

- What do other sources say about this event?
- Do those sources agree or disagree?
- What sources are the most trustworthy?
- What other sources might there be?

When “corroborating” sources, historians use a variety of types of sources to get the best picture of history that they can.



Heuristics for Historical Thinking

- Close Reading
 - What:
 - Doing the work – analyzing the source closely
 - Why:
 - To achieve those goals previously mentioned – to determine the source, identify potential bias, claims, evidence provided, examine trustworthiness of the document
- “Reading like a historian”

Close reading is all about looking at the claims the author is making and whether or not we can trust those claims.

4. Close Reading

While reading a source, ask yourself...

- What claims does the author make?
- What evidence does the author use to support that claim?
- Can we trust what the author is saying? Why or Why not?



When “close reading” historians often try to pick out...

- Words
- Phrases
- Images
- Symbols



These might be used to try and persuade the audience to believe the claim made by the author.

Overview



- Library of Congress – Teaching with Primary Sources

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

<http://www.msstatetps.org>

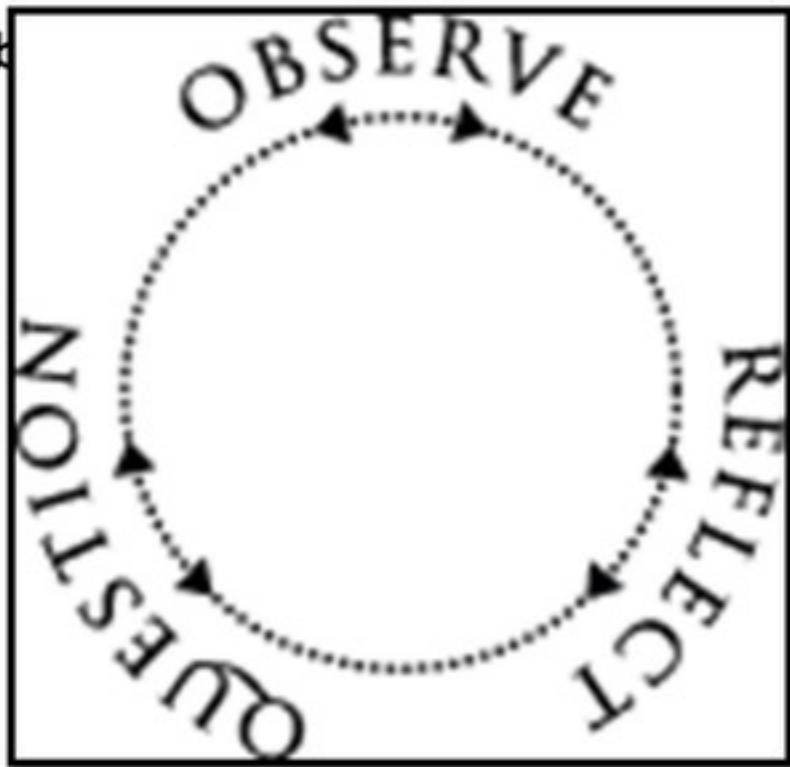
TPS **TEACHING WITH
PRIMARY SOURCES**
LIBRARY OF CONGRESS

ORQ – the LOC Process and Other Options

See Think Wonder – Making Thinking Visible

Structuring Analysis

Lib



What do you see?

Is the photo?

BLACK AND WHITE COLOR

Is there a caption?

YES NO

If so, what does the caption tell you?

Circle what you see in the photo.

PEOPLE OBJECTS BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove when it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.
Where do you think we could find out more information about the people or objects in the photo?

NARA

<https://www.archives.gov/education/lessons/worksheets>

I see...

I think...

I wonder...





Teacher Resources on the Library of Congress

Where to locate other primary sources?

- Teacher Resource Sites
 - Newsela (They now have a fee process for their primary sources) - <https://newsela.com/articles/#/rule/primary-sources>
 - Commonlit.org – <http://www.commonlit.org>
 - TPS Teachers Network: <http://www.tpsteachersnetwork.org>
- World History (primarily)
 - World Digital Library - <https://www.wdl.org/en/>
 - Fordham University - <https://sourcebooks.fordham.edu/mod/modsbookfull.asp>
 - The Avalon Project –Law, History, & Diplomacy - <http://avalon.law.yale.edu/>
- U.S. History (primarily)
 - Life Magazine - <http://images.google.com/hosted/life>
 - Docs Teach - <https://www.docsteach.org/documents>
 - National Archives - <https://www.archives.gov/education/>
 - Gilder Lehrman Institute of American History - https://www.gilderlehrman.org/history-now-search?tid_2=47298
 - Library of Congress – <http://www.loc.gov>
 - Our focus...
 - <http://loc.gov/teachers/tps/consortium/>

TPS Teachers Network

Filters

All

TPS Common

My Groups

Following

TRENDING

Cheryl Best commented on disc

Created 15 minutes ago

TPS Teachers Network

Introduction – TPS Mississippi

I am reading Gilead by Marilyn
I have read many, I have not read

American Read sponsored by PBS s
n-read/home/

Margaret Lincoln created link [Future Trends in Technology and Education, June 2018](#) in group [TPS Tech Talk](#).

Created 11 hours ago



-
-
-
-
-
- Pairing Picture Boo.
- National Memorial for

About The Network

It is a professional social media platform designed to host and facilitate community conversations, connections, and collaborations that focus on using Library of Congress primary sources to improve student learning.

Membership

- <http://www.tpsteachersnetwork.org>
- Please share with colleagues.
- It is a multi-step process – You have to accept the terms and conditions.
- More details about how to use the network can be found on our website:
 - <http://www.msstatetps.org/professional-development/tps-teachers-network/>





TPS Teachers Network

Login

Discuss Strategies for Teaching with Open Sources

<http://www.tpsteachersnetwork.org>

LIBRARY OF CONGRESS

TESTIMONIALS

OVERVIEW

MORE INFORMATION

Retweeted by Teaching with the LC



LOC Crowdsourcing

"I love that there is new info on the site daily!"



The TPS Teacher...

Join The Network

Contact

References and Resources

- Ritchhart, R., Church, M., and Morrison, K. (2011). *Making Thinking Visible*. San Francisco: Jossey-Bass.
- TPS Mississippi Website - <http://www.misstatetps.org>
- Library of Congress Teacher's Page – <http://www.loc.gov/teachers>



Thank You

Upcoming PD: (include a stipend)

- Online Course – Spring 2020, CEUs TBD
- Summer Institute – 1 week long PD events – 3.2 CEUs



- Nicole C. Miller, Ph.D.
- 662.325.8282
- ncm39@msstate.edu
- <http://www.msstatetps.org>