

## Library of Congress Presentation

02:05 Gail Petri, Education Resource gpet@loc.gov

### 01:33 Primary Source Activity

01:40 Differentiation and Primary Sources

01:46 LOC Resources [www.loc.gov](http://www.loc.gov)

02:08 Questions/Feedback

03:13 838 miles of bookshelves

03:32 22,000 items arrive daily.

03:42 10,000 items added to the collection daily

03:53 24.6 million items online.

04:01 Primary sources are the raw materials of history . . . original documents and  
04:17 objects which were created at the time under study.

### 06:22 Primary Source Connections Activity

06:42 (W.G. Alexander)

07:02 Topic: American Symbols

07:09 Objective: Students should know how various symbols are used to depict  
07:20 Americans' shared values, principles, and beliefs and explain their meaning.

07:50 Pair/Share:

07:53 Why did you select this image?

07:59 What did you notice first?

11:43 What do you . . . .

11:48 Observe?

11:51 Reflect upon?

11:57 Question?

12:54 View All Images

12:58 As you view all of the images, what additional thoughts and questions come  
13:11 to mind?

14:01 1. 1940's picture of the Liberty Bell.

14:10 2. Quilt of the Liberty Bell

14:46 3. Bicentennial print of the Liberty Bell made of the words of the Declaration  
15:16 of Independence.

15:23 4. Color print of the Liberty Bell selling war bonds (WWI)

16:02 5. Sheet Music: You're a Grand Old Bell

16:17 6. Article: The Real Story of Cracking of Liberty Bell by The Boy Who Broke  
16:45 It.

16:56 7. Photo: Four women standing around a Model T flatbed truck

17:42 8. Photo: Soldiers in formation making the Liberty Bell.

18:22 Did this activity engage you?

18:30 Introduce primary sources to your students . . .

18:44 Engage them

18:47 Build their critical thinking skills

18:59 Help them to construct knowledge

20:13 Learn more at [nps.gov](http://nps.gov)

21:00 Differentiated Instruction seeks to maximize each student's growth by recognizing their . . .

21:12 Different ways of learning

21:22 Different interests

21:27 Different ways of responding to instruction.

21:53 Educators may vary learning activities and materials by:

22:01 Content

22:03 Process

22:04 Product

22:25 Browse Library of Congress for primary sources. . .

24:06 Click on Teacher Materials

24:14 Explore Classroom Materials

24:42 Access free Professional Development resources . . .

25:17 Offer students the opportunity to analyze a variety of primary source formats

...

25:35 Sample items from the Immigration Primary Source Set ...

26:55 Analyze a photograph:

27:03 (See handout from previous session)

28:54 What do you notice first?

29:02 Describe the people and objects shown.

29:23 What, if any, words do you see?

30:05 What is similar? What is different? (Compare two photos)

30:28 Teacher's Guide is downloadable.

31:15 Primary Sources are available in many other formats - documents, posters, sheet music, sound files, maps, movies, political cartoons and more ...

32:11 Analyze a broadside ...

32:26 Immigration figures for 1903

33:41 What is the source of this data?

33:50 Is there evidence of bias?

35:04 Study graphical data ...

36:09 1890's statistical graph

36:19 Observe an official document ...

36:49 Wong Turn's immigration document

36:59 What was the Provisions Act of May 5, 1892?

37:32 Read a pamphlet

37:36 Our Immigrants at Ellis Island.

39:12 Have students reenact scenarios.

39:27 Study Historic Newspapers

41:34 Study a piece of sheet music

41:44 "Don't Bite The Hand That's Feeding You"

44:44 Sound Files

44:48 The National Jukebox

44:55 10,000 songs from 1900 - 1925.

45:05 You can pick your playlist and stream it.

47:50 There's a teacher's guide for analyzing sound recordings.

49:11 Historical Maps