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Teaching with Primary Sources: A Pre-service Teacher Education Program Integration Model at West Virginia University's College of Education & Human Services will provide faculty as well as student education of TPS. Initiated in Summer 2009, an online workshop designed for WVU faculty delivered Teaching with Primary Sources Basics. The TPS integration model at WVU targets pre-service teachers enrolled in the college of Education and Human Services' five year teacher education program. The program will ultimately impact the education of students all over the state of West Virginia and beyond. Eight faculty members from two departments will participate in the TPS integration at WVU. Four faculty members from Learning Sciences and Human Development will emphasize the technology education integration concepts of TPS, while another four faculty members from Curriculum & Instruction / Literacy Studies will emphasize the curriculum education integration concepts of the TPS program.

For a current listing of all participants in the Teaching with Primary Documents program click on <http://tps.waynesburg.edu/eregion/participants.html>

The Library of Congress > Teachers > TPS Program

TEACHING WITH PRIMARY SOURCES PROGRAM

➔ <http://www.loc.gov/teachers/tps/>

The Teaching with Primary Sources Program

|| About the Program ||

The Teaching with Primary Sources Program works with colleges and other educational organizations to deliver professional development programs that help teachers use the Library of Congress's rich reservoir of digitized primary source materials to design challenging, high-quality instruction.

➔ [Read more about the TPS Program](#)

Comments: West Virginia faculty that implemented the TPS program.

The TPS program provides authorities in the use of the resources of the Library of Congress in a coordinated presentation. It allows the instructor to electronically bring the authorities into the classroom or the website as the instructor on topics that most instructors have little if any knowledge.

The Library is an important institution for the US and the world. However, in the study of Washington D. C. it is often overlooked because its functions and resources are not presented in a typical textbook used to educate American citizens. The inclusion of the Library in the study of the city of Washington D.C. in the upper elementary or middle school grades is possible because of the presentation of the Library by its employees in the TPS electronic resources. This site opens for consideration the role of the government in the preservation of the history of our nation and the world. Its resources are varied and of great help to teachers in addressing such considerations.

In a time when the use of primary documents as a way of learning history and developing thinking skills is being stressed, using the TPS site with future teachers will provide them with not only the information, but the confidence to use such resources in their teaching. The instruction on the analysis and the locating of information is a good addition to the teaching skills of future teachers. The TPS site provides this instruction and models effective ways to approach such teaching electronically.

In the future I will not only go to the American Memory collections with my students, but I will use some of the additional content of the TPS that tells of the role of the Library and shows resources that are from other nations that are a part of the collection of the Library. I can do this as part of the teaching of the Culture theme of the National Council for the Social Studies standards and as a way to enrich the study of world history to incorporate the arts and to expand the teaching of history beyond a military and business perspectives.

In my elementary methods courses the TPS site will assist the students in the making of lessons and also in learning more about the role of the government and the nature of the city of Washington D.C. This is important because the media tends to present an immediate and news perspective rather than the long term goals.

Dr. Mary E. Haas
College of Human Resources and Education
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I realize that the TPS program is designed to foster collaboration between K-12 classrooms and the Library of Congress and this is certainly an important goal. I teach a graduate course in the history of American education. Most of my students in the class are working toward certification and are have little or few good experiences in history or engaging in historical research. I believe it is important for prospective teachers to understand the history of their profession but I also believe it will help them be better practitioners and be more politically astute in terms of how policy has developed and currently develops. I also hope to help them better understand the school and community environment they work in or may work in in the future. Within this context, I believe it is vital to help students understand how historians go about finding information.

As part of the class my students are assigned a local history project in which they must use primary sources and secondary sources. This is one area where the Teaching with Primary Sources has been quite valuable. The TPS program has given me the opportunity to begin to explore in broader ways the vast collection at the Library of Congress and share that resource with my students. While my goal is not to make them historians, it is to help them understand how important the historical context can be in grasping the complex educational world they teach in. Due to the online course given by TPS and the examination of materials, I have made more use of cartoons, text analysis and image analysis in my classes. I used some of these ideas in our discussion about immigration, race, and politics in the early 20th century during the fall 2009. I also made use of the Frederick Douglas papers which goes along well with some of our reading from his autobiography in our text. This is just one of the excellent sources I hope to continue to use in the future.

I looked at various forms that were created through the TPS program, such as the one I used for cartoon analysis, but found that most of them were better suited for use with the K-12 audience. I understand that is the goal of the TPS program but I also think there are possibilities for adapting some of the materials for use at higher levels of education. I do think the text analysis and the image analysis forms could be readily adapted to my audience. I often find students in higher education who do not always understand the trustworthiness of a source of information such as the Library of Congress. So I believe it is valuable to keep the higher education audience in mind when planning for the future.

Accessibility to primary materials is one instructional problem made easier through technology. This is particularly important when I teach the history of education class online during the winter months. While the students have some primary readings in their texts, which are expensive, adding supplements from sites such as the Library of Congress have the potential of replacing their text. Many students look to online sources when writing their papers for this class and they can do it from their desktop rather than traversing dangerous roads in the winter to make a trip to the library. I typically use Wayne Urban and

James Wagoner's *History of Education* and also supplement the text with James Fraser's *Schooling in the United States*. Fraser's text is a primary source reader I have used it for the last several years to complement the primary text.

Since I make use of the work of American photographer Lewis Hine in discussing the progressive era in education I will implement some of the ideas from the image analysis pdf in future classes. I believe many of his photos are available from the Library and his work was greatly influenced by progressive education and the philosophy of John Dewey which is an area I do a lot of research. Being part of the TPS grant has stimulated my thought on bringing more visual materials to the classroom and not rely so much on the traditional text. Research supports the notion that students are highly visual learners today so as an instructor the more I can connect the text with image the better I can convey issues surrounding the history of American education.

Dr. Sam Stack
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Like many instructional design courses, the course that I incorporated the concept of TPS into serves mainly as "container" as opposed to "content" that help structure pre-service teachers' planning, development, and implementation of lessons. As such, it is difficult provide pre-service teachers with various content specific guidance and feedback on their lesson development.

I thought TPS would help me assist the students better in preparing their content specific lessons. When I introduced the TPS ideas in class by modeling an activity, I thought I directed their attention to the importance of content in lesson planning. However, I felt that the resources in the library of congress website, for instance, seemed to be intuitive for designing lessons in limited content areas such as social studies, foreign language, history, or so forth.

There were not so specific TPS incorporated lesson examples that I managed to find and give my students in areas of math and science. As a matter of fact, when I looked at the lessons that my students designed and taught in the end of the semester, there was only one lesson incorporating the idea of TPS focusing on Thanksgiving from American Indian's perspective. I think designing a lesson with TPS in math or science area seemed to be still unclear in students mind. I feel I need more guidance and work in finding or generating TPS-lesson examples in such areas.

For future classes, I would probably make it as a requirement that students design and teach a TPS incorporated lessons regardless of their content areas. My concern was that the idea of TPS may not

be suitable for every subject matter and I still have the same concern. However, if students are given the options, they tend to choose the easier one, which is not to incorporate the idea of TPS in their lessons.

Also, even though it may be harder to consider TPS in math or science, trying to use primary resources in teaching would expand students' perspectives by directing their focus from standard CSOs to potential areas of learning objectives that may be easy to accomplish through TPS.

Another alternative I consider is to have the students design two versions of a lesson—one with TPS and another without TPS foci. I believe such a practice would make it easier for students and me to conceptualize and evaluate the effectiveness of TPS in various content areas. This would be valuable teaching and learning experiences for them.

As I mentioned earlier, I would definitely look for some examples with math and science focus. If I cannot find any, I would need to generate my own. This will obviously make it easier for students to consider using TPS in particular content areas.

Dr. Ugur Kale
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The Next Step: Designing curriculum for Teaching with Primary Sources

Teaching the History of American Education is the ideal place to implement the Library of Congress Program, Teaching with Primary Sources. This summer, I will be teaching this class at West Virginia University working with pre-service teachers, Master's Degree students and Doctoral students who chose to take this course to fulfill requirements of their programs. The course has 15 students in it, all of whom are expected to be working at the Master's Level and will serve in classrooms as teachers. This course provides a unique opportunity to integrate knowledge of educational history and the practice of integrating primary sources into the lessons.

The Teaching with Primary Sources program will be integrated into the course in two ways. The students will write a paper addressing a component of educational history that they have selected and researched. This paper will be enhanced by the inclusion of documents from the Library of Congress. This project has been a core component of the class, and now the students will be responsible for integrating material from the Library of Congress into their paper.

This first component of the course is personal and helps students understand the work of historians and the role of primary sources. The second component will be directed at them as educators. Each student will be responsible for selecting a topic, identifying sources from the Library of Congress and creating a rationale for a lesson plan that will incorporate the primary source material into a lesson.

This assignment will address the students as teachers and ask them to consider how they would use primary sources in their lessons with students.

The students who will be in this course are teachers who will shape the education that future students will have. They will make decisions about curriculum and methodology in the classroom. Some of them may become administrators. They will have the opportunity to shape education. It is critical that they understand the role of primary sources for the construction and understanding of history.

By enabling them to participate in this program, they will be better informed as they make curricular choices in the future. These assignments will take the history of American education and make it their own by allowing them to participate in history as the historian. They will have greater depth of understanding and an appreciation for history. They will take responsibility for interpreting original documents and other texts, creating meaning and making decisions about history.

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