**Teaching with Primary Sources Fundamental Objectives:**

*The Teaching with Primary Sources Objectives are sourced from the Library’s* [*goals and objectives*](https://www.loc.gov/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/tps-consortium/)*, which guides the direction and implementation of the National and Regional grant programs.*

The Library’s goals for the TPS Consortium are:

* Consortium members are instrumental in designing and disseminating a national TPS program.
* Consortium members deliver TPS programming, materials, and tools that effectively meet the educational needs of diverse learner communities.
* Consortium members are good stewards of government funds and resources.

Further, TPS Consortium members:

* Identify the learning needs of populations of learners for which Library of Congress online resources can provide critical information, skills, and perspectives.
* Devise methodology and strategies for teaching a variety of subjects.
* Create and deliver TPS programming, materials, and tools based on Library of Congress resources.
* Reflect on the success of their TPS activities through formal and informal data gathering.
* Modify TPS programming, materials, and tools when necessary, based on feedback.
* Disseminate curricula, instructional materials, and tools developed under the grant through existing networks of subsidiary and partner organizations.
* Meet regularly with other Consortium members to share information and develop strategies for teaching with Library of Congress online resources.

**Teaching with Primary Sources Educational Objectives:**

In addition to TPS Consortium goals, the Library has the following goals for participants of TPS grant project activities, regardless of event type or learner population:

1. **Determine** whether a source is primary or secondary depending on the time or topic under study. *Participants understand the value and role of both primary and secondary resources in their learning.*
2. **Understand** the benefits of learning with primary sources. *Participants understand the value of learning with primary sources for their specific learning, community, or work settings.*
3. **Access** primary sources and related materials from loc.gov that support specific learning goals. *Participants know how to search loc.gov to find primary sources and other materials of interest.*
4. **Use** Library of Congress Primary Source Analysis Tool and Teacher's Guides to observe, reflect, and question primary sources. *Participants gain experience using the Library of Congress primary source analysis tool and teacher's guides.*
5. **Identify** key considerations for selecting primary sources based on learner needs, interests, goals, and desire to create. *Participants can select Library of Congress primary sources that support their goals.*
6. **Understand** how to review and apply copyright information. *Participants know how to find and correctly use copyright information presented on loc.gov.*
7. **Apply** citation guidelines when using primary sources and other materials from loc.gov. *Participants know how to apply citation guidelines to the materials they use in the products they create, as an information literacy strategy.*
8. **Analyze** primary sources in multiple formats. *Participants have experience analyzing various formats, for example, text, photographs, maps, audio, video, images, cartoons, newspaper articles, etc.*
9. **Compare** and contrast related primary sources to identify multiple perspectives. *Participants analyze primary sources representing different opinions and perspectives on the same topic.*
10. **Develop** inquiry, historical thinking, and literacy skills with primary sources. *Participants develop the ability to use primary sources to promote their inquiry, development of historical thinking, and literacy skills.*