

LIBRARY OF CONGRESS

TEACHING WITH PRIMARY SOURCES

Consortium Member

TPS Professional Development Activity



Black History and the African American Read-In

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Overview

Every February since 1990, NCTE commemorates books written by Black authors that elevate Black experiences. We call this event the African American Read-In. We will share how to use Library of Congress resources sets to enhance our expansive text lists.

Essential Question

“How can we see ourselves in texts and what can we learn about others?”

Audience

This activity is best suited for educators of the following grade levels

- *Grades K-2*
- *Grades 3-5*
- *Grades 6-8*
- *Grades 9-12*

This activity is best suited for educators of the following content areas

- *Art/Music*
- *English/ Language Arts*
- *Social Studies/ Social Sciences*

Time Required

Depending on grade band, this could be a 30 minute activity, or working with adult learners, this could be a 2 hour long session.

Goal

- make literacy a significant part of Black History Month
- investigate texts written by African American authors are shared
- participate by listening to or providing readings
- learn more about the history behind the stories via LOC resources



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Standards	Resources are all tied to the NCTE Standards for the English Language Arts (http://www2.ncte.org/resources/standards/). We believe in, and touch on, all the other standards. If choosing one, I would say that this activity most aligns with “Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites” from https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf .
Objectives	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"> • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Access primary sources and teaching resources from loc.gov for instructional use. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
Digital Resources	<p>Primary sources from loc.gov:</p> <ul style="list-style-type: none"> • Jim Crow and Segregation http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/ • The NAACP: A Century in the Fight for Freedom http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/ • Race Relations in the 1930s and 1940s http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/lore.html <p>Other resources:</p> <ul style="list-style-type: none"> • NCTE African American Read-In Toolkit http://www2.ncte.org/get-involved/african-american-read-in-toolkit/ • Selected texts from the booklists
Classroom Materials	<ul style="list-style-type: none"> - Books from the suggested text list (http://www2.ncte.org/get-involved/african-american-read-in-toolkit/) based on the age and level of the participants - Selected primary sources from LOC – online or hard copies if available - Computer and projector - Writing utensils and bookmarks or post-it notes - Chart paper and markers - Devices that participants can use to go online – their own phones, tablets, laptops
Preparation	<ol style="list-style-type: none"> 1. View the suggested booklists from NCTE and choose a selection to be available for the participants. 2. Once texts are selected, find a few LOC resources that provide background information or additional details about what is happening in the books. 3. Assemble materials for participants to be able to explore books and take notes. 4. Set up technology to display LOC resources.
Procedure	<ol style="list-style-type: none"> 1. Ask participants to respond to the following question, "What is it called when books are set in the past?" The answer is historical fiction. 2. Remind attendees of the definition of historical fiction: Realistic fiction set in the past. Readers can gain an understanding of the past and relive past events vicariously. 3. Introduce the African American Read-In booklist: http://www2.ncte.org/get-involved/african-american-read-in-toolkit/. Read through the annotations with the

participants. Share the texts that have been collected for this session. In this example, we use *Stella by Starlight* by Sharon Draper: <http://sharondraper.com/bookdetail.asp?id=74>

4. Provide time for folks to explore the books and texts. Attendees should select texts and begin reading them or at least previewing them.
5. Invite conversations as folks read the books. They can also write their responses in a reading response journal, post-it notes, or on chart paper.
6. After a set amount of time, bring the group back together. Invite folks to share the themes and settings and time periods they encountered in their books. Record on chart paper or via computer and the projector. For example, in *Stella by Starlight*, you will read about:
 - a. Ku Klux Klan
 - b. Typewriters in 1932
 - c. Blacks and voting - Constitution test and taxes
 - d. Sears Catalog
 - e. Cigar box
 - f. Folk songs and gospel songs
 - g. Segregation in the south - jobs, schools, libraries, doctors
 - h. Jim Crow
 - i. Los Angeles Olympics
 - j. "Midnight Express", Eddie Tolan who won two gold medals
 - k. Negro newspaper "The Truth Unbridled"
 - l. Traveling salesman
 - m. Start of the Great Depression - poor economic conditions
 - n. Drought gripping the Midwest
7. Discuss things addressed in their books that should be researched to learn more: ie; slavery, illnesses, world events, etc.
8. Using the computer and projector, participants should use the global search engine at loc.gov to search for the specific names, dates, events or concepts that they found in the book they selected. The facilitator will demonstrate how to filter by date, location and format.

Note to facilitator, select books ahead of time and try out the searches to make sure attendees will be able get results from their searches.
9. Ask attendees to find a set amount of facts and artifacts about their topic and queries. They can record via post-it note or chart paper or online.
10. Invite participant groups to share what they investigated and what they learned. These resources can be put together to create a text set supporting the books from the African American Read-In booklist. Some examples from *Stella by Starlight*:
 - a. Typewriter <https://www.loc.gov/item/2001697397/>
 - b. Olympic Games: <https://blogs.loc.gov/teachers/2014/02/bringing-the-olympic-games-into-your-classroom-with-primary-sources/>
 - c. Newspapers of the time: <https://www.loc.gov/item/sn83045120/>
 - d. Voting: <https://www.loc.gov/item/2016646466/>
 - e. Traveling salesman: <https://www.loc.gov/item/90705750/>
11. End the session by inviting folks to share how they can take this activity into the classroom.

**Assessment/
Reflection**

The best assessment would be a conversation about the process and the outcomes. Participants could also complete an AARI report card so the event can be counted towards the national goal: http://www2.ncte.org/wp-content/uploads/2019/04/2019_AARI_Report_Card.pdf

