

TPS Professional Development Activity
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School or Institution: Fulton County Schools Teaching Museum

Projected Date for Implementation: March 2, 2017

Title of Activity	<i>Striving for educational equality: Georgia Congress of Colored Parents and Teachers</i>
Overview	This PD opportunity and online digital publication (Curiosity Corner) is for our Curriculum Support Teachers from 59 elementary schools. It will be an introduction to the FCS Archives, our new Curiosity Corner monthly Primary Source publication, and a first step to Teaching with Primary Sources and the resources of LOC. Additionally, it is a digital publication available to all FCS teachers.
Essential or Investigative Question	How can primary sources (and the FCS Archives and LOC) support student engagement and learning in the classroom? What does this primary source tell us about the US during this time? What does this primary source tell us about ourselves? How do these materials impact our society today?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades K-2 • Grades 3-5 • Grades 6-8 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • English/ Language Arts • Social Studies/ Social Sciences • Other -The approach will be for all general education, elementary level teachers
Time Required	<i>45 minutes</i>
Goal	This presentation will be a first “hook” to Curriculum Support Teachers to teaching with primary sources and to introduce them to the strategies and resources of the LOC. Goal is to engage CSTs in a close reading group activity and engage CSTs in analyzing other related primary sources as an introduction to teaching with primary sources. The digital publication will also serve as a “hook” and foundation for reaching additional teachers.
Standards	AASL Learning Standards: 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.



Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <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. • Analyze a set of related primary sources in order to identify multiple perspectives.
Digital Resources	<p>Primary sources from loc.gov:</p> <ul style="list-style-type: none"> • At the Veasey school for colored children, Greene County, Georgia 1941, October. Farm Security Administration - Office of War Information Photograph Collection. http://www.loc.gov/pictures/item/fsa2000028166/PP/ • Interior of Mt. Gilead (colored) school on area of Plantation Piedmont agricultural demonstration project. Near Eatonton, GA. 1936 June-July. Farm Security Administration - Office of War Information Photograph Collection. http://www.loc.gov/pictures/item/fsa1998020301/PP/ • NAACP photographs of schools and activities to eliminate segregation in education at the college and secondary levels. 1921-1961, bulk 1942-1957. Visual Materials from the NAACP. http://www.loc.gov/pictures/item/95514967/ <p>Other resources:</p> <ul style="list-style-type: none"> • <u>Photograph from FCS Archives: Welcome Delegates Georgia Congress of Colored Parents and Teachers</u> (Attached. Not available digitally.) • <u>Progressive Reforms and the American South</u> Documenting the American South website, hosted by the University Library at the University of North Carolina at Chapel Hill has an extensive collection primary source documents: http://docsouth.unc.edu/fpn/tgm.html • <u>Selena Sloan Butler and the founding of the National Congress of Colored Parents and Teachers</u> Check out more information on Ms. Butler, including two photographs of her. http://www.georgiaencyclopedia.org/articles/historyarchaeology/selena-sloan-butler-ca-1872-1964 • <u>National Parent and Teachers Association & National Congress of Colored Parents and Teachers</u> Learn more about the founding of the NPTA and the NCCPT http://www.pta.org/about/content.cfm?ItemNumber=3465 • <u>The Civil Rights Movement in Photographs</u> The High Museum of Art has an extensive collection of photographs. Check them out via this Google Arts & Culture site: https://www.google.com/culturalinstitute/beta/u/0/exhibit/9wISPKiyouv-Lw • If this image sparks an interest in further investigation of activism through as told through the lens of a camera, check out CNN’s collection of iconic civil rights images. The images are powerful and some might be upsetting. Please preview and select images appropriate for your students to view. Have students describe what they see and the inferences that come to mind. http://www.cnn.com/2014/04/07/us/gallery/iconic-civilrights/ • <u>Primary Sources: Analyzing Photographs</u> The J. Paul Getty Museum’s Resources for K-12 Teachers has an excellent resource on introducing students to photographs as historical documents for grades 7–12. http://www.getty.edu/education/teachers/classroom_resources/curricula/exploring_photographs/index.html
Classroom Materials	Laptop and LCD projector with Screen

Preparation	<p>In preparation:</p> <ul style="list-style-type: none"> • Spend time closely observing the initial image of the Welcome Delegates photograph. Note what you see and the thoughts that come to mind. • Review the accompanying historical resources so that you might support student/participant responses with historical information to spark additional inquiry. • Perform a dry run of the projection and activity to confirm your technology is ready. Make sure active links to LOC resources are working. • Make copies of various hand-outs. • Prepare a “Today’s Meet” blog posting for participants to comment on the session or another type of electronic
Procedure	<p>(Please note, participants were first emailed the link to the digital resource featuring the focus photograph and additional resources.)</p> <ul style="list-style-type: none"> • Start by projecting the image and let the participants know that we are going to take some time to, as a group, closely read an image. • Allow a full minute for quiet observation. • Then ask participants: “what do you see?” • What do you see that makes you say that? Support your inference with details/“evidence” from this informational text”? • Continue paraphrasing their comments and link comments to help build group “decoding” of the image. What can you infer about your observations? What questions do you have about the primary source? If you could step back into this time period, what questions would you want to ask? • Then ask the essential question(s): What does this primary source tell us about the US during this time? • Then, ask participants to reflect on the activity, the process when experienced. What was the role of the facilitator? What was the role of the participants? What did the facilitator do/not do to support the close reading? What did we do? Why did we do it? What now? • Next, participants can then be directed to a corresponding activity based on allowed time. Independent or group analysis of primary sources available via LOC website.
Assessment/ Reflection	<p>As suggested, ahead of time create a digital format for participants to share their thoughts and suggestions. If working with teachers, then ask for their ideas and suggestions of how best to share this with others and with their students. <i>Today’s Meet</i> is a simple, easy platform for gathering input and feedback.</p>



Welcome Delegates Georgia Congress of Colored Parents & Teachers, circa 1930-40s
Photographer: Unknown; Photograph: Gelatin silver print FCS Archives Photo: C.2.14
Courtesy of the Fulton County Schools Archives.