

TPS Professional Development Activity

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Projected Date for Implementation: Fall 2017

Title *Exploring Contemporary Life Through the Arts*

Overview This PD activity will provide participants with hands on opportunity to examine a historical time period through the arts and make comparisons to life today.

Investigative Question *How do artists (music, poetry, paintings, literature, etc) document contemporary life?*

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

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

This activity is suitable for educators of all content areas:

- *Art/Music*
- *Bilingual/ESL*
- *English/ Language Arts*
- *Mathematics*
- *Science*
- *Social Studies/ Social Sciences*
- *Technology*

Time Required *2 hours*

Goal

1. *Develop inquiry skills*
2. *Understand how to select appropriate primary sources*

Standards AASL Standards: 21st Century Learner Standards <http://www.ala.org/aasl/standards-guidelines/learning-standards>
1.1.1; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.2.5; 1.2.7; 1.3.2; 2.1.1; 2.1.3; 2.1.5; 2.2.1; 2.2.3; 2.4.2

Objectives By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Analyze a primary source using Library of Congress tools.
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).
- Analyze primary sources in different formats.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).



Digital Resources

1. *Title Come Along*
Date created/published 1922
Creator/Author Irving Berlin Inc - Layton, Turner - Creamer, Henry
<https://memory.loc.gov/natlib/ihas/service/musicaltheater.3/200004301/0001v.jpg>
2. *Title The Whites Invade Harlem*
Date created/published 1938
Creator/Author Levi Hubery
<https://memory.loc.gov/mss/wpalh2/21/2107/21070806/21070806.pdf>
3. *Title Woofing*
Date created/published 1931
Creator/Author Zora Neale Hurston
<https://memory.loc.gov/mss/mssmisc/mhurst01/0107/0107.pdf>
4. *Title 1933 Map of Harlem*
Date created/published
Creator/Author
<https://cdn.loc.gov/service/gmd/gmd380/g3804/g3804n/ct007809.gif>

Classroom Materials

- *Flip Chart*
- *Projector*

Preparation

- *Copies of article "Teaching Inquiry with Primary Sources"*
- *Technology (laptop and projector)*
- *Copies of the primary sources for each group*

Procedure

1. *Provide participants with copies of the text "Teaching Inquiry with Primary Sources" http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html. Then have participants turn and talk to each other about specific strategies gleaned from the article.*
2. *Explain that participants will engage in their own mini inquiry using some materials assembled. Explain that they will use different analysis tools from LOC to interact and evaluate the sources.*
3. *Place participants in small groups. Randomly disseminate each of the primary sources listed above. Each group will have a different primary source. Only provide excerpts of the books (perhaps 1-2 pages). Provide participants with the corresponding analysis tools for the source they are evaluating.*
4. *Ask participants to rotate to another source every 10 minutes until they have reviewed each source.*
5. *Bring the group back to together. As you project each source on the screen ask groups to share their analysis.*
6. *Ask participants to return to their groups and explore ways they can use these sources to make connections to contemporary life in Harlem or in their own neighborhood/city. Ask them to list examples of art that convey contemporary lifestyle in Harlem or their own neighborhood/city.*

Assessment/Reflection

Ask participants to share examples of the benefits of teaching with primary sources. Have them explain how primary source tools can be used during the inquiry process. Ask participants to identify how primary sources can support at least one teaching strategy.

