

TPS Professional Development Activity Template
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School or Institution: ESSDACK
Projected Date for Implementation: Summer 2017

Title of Activity	<i>Better or Worse? The Push-Pull migration factors in 19th Century America</i>
Overview	This series of activities is designed to help teachers experience an inquiry activity from the perspective of their students. Middle and high schools students often have trouble understanding why people move from one place to another so we'll focus on using Library of Congress resources to emphasis push / pull migration factors. The hook activity uses Google Street View images of a Detroit MI neighborhood to highlight reasons why people move from one area to another. LOC images from the 1800s will then be used to transition to a discussion of the movement west by families in 19 th century America. Depending on the grade level of participants, conversation might also focus on refugee movement from Syria and other parts of the Mideast to Europe and North America.
Essential or Investigative Question	<ul style="list-style-type: none"> • Why would families risk moving west in the 1850s? (Middle school) • Why are families risking moving from the Mideast to Europe and North America? (High school)
Audience	<p>This activity is best suited for educators of the following grade levels (List those that are applicable):</p> <ul style="list-style-type: none"> • Grades 6-8 • Grades 9-12 <p>This activity is best suited for educators of the following content areas (List those that are applicable):</p> <ul style="list-style-type: none"> • Bilingual/ESL • Social Studies/ Social Sciences

Time Required	Three 50 minute periods
Goal	<p>Participants will learn and be able to do:</p> <ul style="list-style-type: none"> • Identify push / pull factors affecting movement and migration by current and 19th century families • Implement historical thinking skills • Practice inquiry skills effectively • Use primary sources effectively • Integrate effective teaching strategies • Integrate the use of technology tools
Standards	<p>Kansas State Literacy Expectations and History / Government Standards</p> <ul style="list-style-type: none"> • The student will read a variety of primary and secondary sources so that it is possible to identify and evaluate critical information communicated in multiple forms of media. • The student will write clearly and coherently to support a claim, or make an argument using evidence, logic, and reasoning. • The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues. • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue. <p>ISTE Standards</p> <ul style="list-style-type: none"> • Promote, support, and model creative and innovative • Thinking and inventiveness. • Engage students in exploring real-world issues and solving • Authentic problems using digital tools and resources. • Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Analyze primary sources in different formats. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

Digital Resources	<p>Participants will explore a variety of resources from the Westward Expansion Primary Source Set found on the LOC Teachers site: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/</p> <p>Primary sources from loc.gov: <i>American Progress</i> 1873 George Crofutt www.loc.gov/pictures/item/97507547/</p> <p><i>Across the Continent: Westward the Course of Empire Takes Its Way</i> 1868 Currier and Ives www.loc.gov/pictures/item/90708413/</p> <p>Other resources: <i>Detroit Housing Images</i> http://www.businessinsider.com/detroit-home-photos-2014-5</p> <p><i>Google Public Database</i> https://www.google.com/publicdata/</p> <p><i>Google Street View App</i> https://itunes.apple.com/us/app/google-street-view/id904418768?mt=8</p> <p><i>Google Expeditions app</i> https://edu.google.com/expeditions/</p>
Classroom Materials	<p>LCD projector Internet access Google Cardboard for each participant or small group OPTIONAL Mobile device for each participant or small group (iPad or smart phone) OPTIONAL</p>

Preparation	<p>The facilitator will need to complete the following prior to delivering the activity:</p> <ul style="list-style-type: none"> • Prepare Google Street View images of Detroit neighborhood for presentation (Keynote or Power Point, hard copy versions) • Create Google Database graphs • Acquire adequate number of Google Cardboard 3D viewers • Prepare color versions of LOC images • Ensure technology is available and working including Internet access and computer projector
Procedure	<ol style="list-style-type: none"> 1. Introduction activity (Using a variety of primary sources from various time period, participants arrange themselves chronologically and partner in groups of two based on timeline location.) 2. Facilitator introduces the hook activity: Each group receives three images of the same street from a Detroit neighborhood in various years. (See the link above) These images are not labeled and are simply Google Street View photographs. Each group is asked to answer the question – “Why are these photographs different?” Groups analyze the images and develop a hypothesis using contextual clues and historical thinking skills. (Historical thinking strategies are shared at: https://sheg.stanford.edu/intro-historical-thinking To access materials you have to sign up.)Facilitator guides the discussion to focus on location and chronological sequence. OPTIONAL Facilitator introduces a series of unlabeled graphs from Google Public Database to highlight changes in population and unemployment over time. Two groups of two join together to share ideas and develop a final hypothesis to the problem. Using the information available to them, participants realize that the three images represent a specific Detroit neighborhood. 3. OPTIONAL Using Google Cardboard viewers and the Google Street View app, participants will “walk” down the Detroit street, experiencing the impact of the 2008 recession on a specific location. 4. Facilitator guides discussion about why this happened, why people left, and possible places where people might have moved. This leads to the creation of a whole group chart highlighting possible push / pull migration factors. 5. Facilitator leads discussion about other examples of movement and migration – both personally for participants and in the past. 6. Facilitator introduces two new images: <i>American Progress</i> and <i>Westward the Course of Empire Takes Its Way</i> using the Crop It strategy. Participants continue working in groups of two. The Crop It Strategy is described at: http://teachinghistory.org/teaching-materials/teaching-guides/25697 .

	<ol style="list-style-type: none"> 7. Participants will explore the Westward Expansion Primary Source Set through a facilitator led exploration of the LOC Teachers page. See link above. 8. OPTIONAL Using Google Cardboard viewers and the Google Expeditions app, the facilitator will guide participants through an exploration of the <i>American Expands West</i> expedition. 9. Participants discuss / respond to the compelling question: <i>Why would families risk moving west in the 1850s?</i> 10. Facilitator leads a final conversation asking participants to discuss / develop possible adaptations and changes needed to utilize this activity with their own students.
<p>Assessment / Reflection</p>	<p>Participants will demonstrate learning through facilitator observation during the hook and Crop It activities and written / oral adaptations of activities to their own classrooms.</p>