

TPS Professional Development Activity Template

Name: Jo Ann Holtz

School or Institution: Edinboro University

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Title of Activity	Teaching at the Turn of the 20th Century
Overview	This activity is designed to engage in-service or pre-service teachers in the analysis of primary sources so that they can understand how primary sources support teaching and learning.
Essential or Investigative Question	How is the physical setting for teaching today different from the physical setting about 100 years ago? How is it the same?
Audience	<p>This activity is best suited for pre-service and in-service educators of the following grade levels</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</p> <ul style="list-style-type: none"> • Art/Music • English/ Language Arts • Mathematics • Science • Social Studies/ Social Sciences • Other: HPE
Time Required	Approximately 90 minutes
Goal	At the end of the session participants will be able to define and analyze primary sources in the form of photographs
Standards	<p>Standards for the 21st-Century Learner –Grade 8</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience</p>
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study • Analyze a primary source using Library of Congress tools.



	<ul style="list-style-type: none"> • Demonstrate how primary sources can support at least one teaching strategy (e.g. inquiry-based learning).
Digital Resources	<p>Primary sources from loc.gov:</p> <p>Title-[Classroom with students and teacher, Washington, D.C.] Contributor Names-Johnston, Frances Benjamin, 1864-1952, photographer Created / Published-[1899?] https://www.loc.gov/item/2001703720/</p> <p>Title-Schools. Science classroom with figures Contributor Names-Gottscho, Samuel H. (Samuel Herman), 1875-1971, photographer Created / Published-photographed between 1930 and 1940? https://www.loc.gov/resource/gsc.5a00442/</p> <p>Title-Washington, D.C. A mathematics teacher at Woodrow Wilson High School Contributor Names-Bublely, Esther, photographer Created / Published-1943 Oct. https://www.loc.gov/item/2017863496/</p> <p>Title-[Group portrait of teacher and students at Hampton Institute painting watercolor pictures of butterflies] Contributor Names-Johnston, Frances Benjamin, 1864-1952, photographer Created / Published [1899 or 1900] https://www.loc.gov/item/2001695467/</p> <p>Title-Schoolchildren, directed by their music teacher, sing at the pie supper. McIntosh County, Oklahoma. Contributor Names-Lee, Russell, 1903-1986, photographer Created / Published-1940 Feb. https://www.loc.gov/item/2017785455/</p> <p>Title-High school Victory Corps. Along with their English course, this class at Benjamin Franklin High School in New York City is learning the basic principles of first aid. Instruction is received from their English teacher, who has been certified by the Red Cross to teach first aid Contributor Names-Perlitch, William, photographer; United States. Office of War Information. Created / Published-1942 Oct. https://www.loc.gov/item/2017694722/</p> <p>Title-English lesson in sixth and seventh grade school room. Selma Sutton at board with teacher, Miss Jessie West Greene. Flint River Farms, Georgia Contributor Names-Wolcott, Marion Post, 1910-1990, photographer Created / Published-1939 May. https://www.loc.gov/item/2017800841/</p> <p>Title-New York, New York. The Lincoln School of Teachers' College, Columbia University. Four students working on the preliminary sketches of a mural depicting the</p>

	<p>history of Peru Contributor Names-Collins, Marjory, 1912-1985, photographer Created / Published-1942 Jan. https://www.loc.gov/item/2017838763/</p> <p>Other resources:</p> <p>Primary vs Secondary Sources (4.07 minutes) https://www.youtube.com/watch?v=2_9UXHxZYdE&t=83s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=46</p> <p>Teacher’s Guide: Analyzing Photographs & Prints http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</p>
Classroom Materials	<p>Projector Pictures of classrooms from different content areas (see list of Primary Sources from LOC) Modified version of Primary Source Analysis Tool for each teacher (see handout)</p>
Preparation	<p>Be able to explain the difference between primary and secondary sources.</p> <p>Read and be able to use the Teacher’s Guide to Analyzing Photographs & Prints http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</p> <p>Select the primary source photographs to be used as a group lesson. Be sure participants can access copies on their computers or prepare copies for distribution.</p> <p>Make copies of the handout for assistance in analysis.</p> <p>Make copies of the photographs and handout of modified Primary Source Analysis Tool for distribution.</p>
Procedure	<ol style="list-style-type: none"> 1. Introduce the difference between primary and secondary sources by showing the video “Primary vs Secondary Sources” 2. Model primary source analysis of the photograph “Classroom with Students and Teacher, Washington, DC” by using the Teacher's Guide to Analyzing Photographs and Prints without distributing a copy to participants. Complete the Primary Source Analysis Tool with the participants, as displayed with some type of projection system. 3. Divide participants into groups according to content area. Explain that participants will be analyzing a photograph, and that each group will report findings of analysis afterward.

	<p>4. Distribute the appropriate photographs so that each members of each content group has copies of the same photograph.</p> <p>5. Have participants silently examine their photograph for one minute then distribute a modified Primary Source Analysis Tool to each participant.</p> <p>6. Ask groups to work together to analyze their photograph and record their responses on the Primary Source Analysis Tool. Remind them to respond to the questions on the handout as they complete the analysis tool. Circulate and assist as necessary.</p> <p>7. Discuss findings of the group.</p> <p>8. Instruct participants to search Photos, Prints, Drawings in the format box. Then type the search term in the Search LOC.gov box for a photograph dealing with education. Tell them to note options that appear in the drop down box. Tell them they can also refine their search using the items on the left side of the page. They could also type the search term followed by site:loc.gov to locate a photograph that relates to education in the United States on Google..</p> <p>9. Distribute a Primary Source Analysis Tool to each participant. After selecting the photograph, ask the content groups to analyze it and complete the Primary Source Analysis Tool. Tell participants that information in “about this item” may help with the analysis.</p> <p>10. Discuss results of the search based on information from the Primary Source Analysis Tool. Ask participants to tell how they may possibly use or modify this activity with their own students.</p>
Assessment/ Reflection	Respond to the following questions: What did you learn from this activity? What worked about the process and what didn't? Tell <i>how</i> you learned not just what you learned. How might you use primary source photographs with your students?



Analyzing Photographs as Primary Sources

1. Find a photograph from the LOC holdings
 - Search Photos, Prints, Drawings in the format box
 - Type the search term in the Search LOC.gov box for a photograph dealing with education.
 - Note options that appear in the drop down box.
 - Refine the search using the items on the left side of the page.
 - For a Google search, type the search term followed by site:loc.gov to locate a photograph
2. Complete a Primary Source Analysis Tool and be ready to discuss your findings.
 - Information in “about this item” may help with the analysis.
 - Use these questions to help complete the analysis tool

O B S E R V E	Describe what you see. What people and objects are shown? What is the physical setting? What other details can you see? Write down any other observations.	
R E F L E C T	What’s happening in the image? When do you think it was made? What can you learn from examining this image? If someone took a picture of your classroom today, what would be different? What would be the same?	
Q U E S T I O N	What do you wonder about... who? • what? • when? • where? • why? • how?	