

## TPS Professional Development Activity Template

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**Projected Date for Implementation:** September 2018

<b>Title of Activity</b>	Yes, YOU Can Engage Students and Enhance Learning With Primary Sources
<b>Overview</b>	What do you teach? It does not matter. Primary sources are a great tool to have in your toolbox to help you build your students' content mastery and thinking skills.
<b>Essential or Investigative Question</b>	Which lesson or unit that I teach would be the best place for me to integrate primary sources? How do I find primary sources?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b></p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Grades 3-5</li> <li>• Grades 6-8</li> </ul> <p><b>This activity is best suited for educators of the following content areas</b></p> <ul style="list-style-type: none"> <li>• Art/Music</li> <li>• English/ Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies/ Social Sciences</li> <li>• Technology</li> <li>• Foreign Language</li> </ul>



<b>Time Required</b>	<ul style="list-style-type: none"> <li>• one 60-minute session</li> </ul>
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Participants will identify the pedagogical benefits of integrating primary sources across the curriculum.</li> <li>• Participants will become familiar with selected teacher resources from the Library of Congress.</li> <li>• Participants will use the featured resources to find at least two primary sources for immediate classroom application.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</li> <li>• Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</li> </ul>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from <a href="http://loc.gov/teachers">loc.gov/teachers</a>.</li> <li>• Access primary sources and teaching resources from <a href="http://loc.gov">loc.gov</a> for instructional use.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> </ul>
<b>Digital Resources</b>	<p>Title: “Immigrants just arrived from Foreign Countries--Immigrant Building, Ellis Island, New York Harbor”  Date: 1904  Creator: Underwood &amp; Underwood  Collection: Miscellaneous Items in High Demand  <a href="http://www.loc.gov/pictures/item/97501095/">http://www.loc.gov/pictures/item/97501095/</a>   <a href="https://www.loc.gov/teachers/usingprimarysources/">https://www.loc.gov/teachers/usingprimarysources/</a></p>
<b>Classroom Materials</b>	flip-chart [op.], classroom projector, individual internet access

<b>Preparation</b>	<p>Prior to the activity,</p> <ul style="list-style-type: none"> <li>• send survey to participants to assess prior knowledge and to identify their personal favorite and least-favorite curriculum lesson/unit</li> <li>• pair participants heterogeneously based on level of experience/ familiarity with LOC website and primary source searching in general</li> <li>• reserve computer lab for PD session</li> <li>• prepare to display on projector: <ul style="list-style-type: none"> <li>○ opening image</li> <li>○ LOC home page, Teachers page</li> </ul> </li> <li>• make individual copies of <ul style="list-style-type: none"> <li>○ Primary Source Analysis Tool for Photographs</li> <li>○ “Why Use Primary Sources?” article</li> <li>○ closing survey</li> </ul> </li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Call attention to EQ and then assign pairs to share “favorite / least favorite” response from pre-PD survey. [2 mins.]</li> <li>2. Debrief sharing &amp; tie to EQ: [3 mins.] Say, “Your ‘best place’ might be your favorite unit [why?] or your least-favorite unit [why?].” Reassure that I intend to allow hands-on time for them to come away with something to use for that unit.</li> <li>3. Show (but do not discuss nor analyze) pre-chosen image <a href="http://www.loc.gov/pictures/item/97501095/">http://www.loc.gov/pictures/item/97501095/</a> and explain why I chose this as a model. [fits somewhere in most grades’ curriculum; many of us are already familiar with similar images]</li> <li>4. Brainstorm: Why use primary sources? How do they help our students to engage and learn? Record all answers on projector screen or chart paper.</li> <li>5. [10 mins.] Quick-read LOC “Why Use Primary Sources?” As you read, mark /code: What belief/ knowledge was reinforced for you? What belief/ knowledge was new for you? Share-out sample of responses [2-3 each]. Show LOC page for additional self-paced learning. <a href="https://www.loc.gov/teachers/usingprimarysources/">https://www.loc.gov/teachers/usingprimarysources/</a></li> <li>6. “Jump in!” Sit by assigned partner. Share computer or not, but plan to help each other with technology issues, even if you choose to do different searches.</li> <li>7. Demo (projector) Primary Source Sets and Lesson Plans for topic “Immigration”, showing how to use filters. All follow along, participating on their own devices if they wish. [10 mins.]</li> <li>8. Allow time for individual search for PSS or LP for “best place.” Monitor and direct as needed. [15-20 minutes]</li> </ol>

	<p>9. “Now how do you use these sources? A zillion ways! You’re the professional educators so you know what’s best for <b>your</b> students. Here’s how to find some tools.”</p> <p>10. Whole-group analysis of opening photograph, using LOC tool. [5 mins.]</p> <p>11. Show LOC website location of other tools and teacher guides for their use. [5 mins.]</p> <p>12. Allow time [5 mins.] for participants to find best tool for one of self-selected resources from step 8.</p> <p>13. Closing survey[5 mins.]</p>
<b>Assessment/ Reflection</b>	<p>Closing survey:  What did you learn?  What did you get that will be most useful to you?  What do you still feel uncomfortable about?  What more would you like to know?</p> <p>Follow-up survey one month later:  Are you having any issues or need further help?  What was your most valuable take-away for classroom usage?</p>