

## TPS Professional Development Activity Template

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**School or Institution:** Fulton County Schools (Atlanta, Ga)

**Projected Date for Implementation:** Fall 2018

<b>Title of Activity</b>	Images of Integration: The Story of Desegregating Fulton County (Ga.) Schools after Brown v. Board of Education
<b>Overview</b>	This PD activity will allow participants to chronologically witness a historical event by using multiple primary sources together. It will include both Library of Congress sources, as well as those from a local repository to allow for a greater (local) context.
<b>Essential or Investigative Question</b>	What does the use of multiple primary sources in a single context reveal to us about historical events and how we learn about them?
<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 6-8</li> <li>• Grades 9-12</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>• English/ Language Arts</li> <li>• Social Studies/ Social Sciences</li> </ul>



<b>Time Required</b>	One – 95-minute session
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Encourage the use of many primary sources together to get a clearer understanding of inquiry</li> <li>• Promote the use of the Library of Congress resources along with local resources to see events in their greater context</li> <li>• Foster a discussion about the complexities in historical events by engaging with primary, rather than secondary, sources</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>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).</li> <li>• Analyze primary sources in different formats.</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li> </ul>
<b>Digital Resources</b>	<ul style="list-style-type: none"> <li>• <b>Primary sources from loc.gov:</b> <ol style="list-style-type: none"> <li>1. Clinton, TN. School integration conflicts 1956 December 4 Thomas J. O’Halloran, photographer <a href="https://www.loc.gov/resource/ppmsca.03089/">https://www.loc.gov/resource/ppmsca.03089/</a></li> <li>2. Integrated classroom at Anacostia High School, Washington, D.C. 1957 September 10 Warren K. Leffler, photographer <a href="https://www.loc.gov/item/2003654359/">https://www.loc.gov/item/2003654359/</a></li> </ol> </li> <li>• <b>Other resources:</b></li> <li>• From the Library of Congress “Brown v. Board at Fifty,” <a href="https://www.loc.gov/loc/lcib/0405-6/brown.html">https://www.loc.gov/loc/lcib/0405-6/brown.html</a> Chronicling America, <a href="https://chroniclingamerica.loc.gov/">https://chroniclingamerica.loc.gov/</a></li> <li>• Primary Sources from the Fulton County Archives, Atlanta, Georgia <ol style="list-style-type: none"> <li>1. Primary Sources from Fulton County Schools Archives, Atlanta <ol style="list-style-type: none"> <li>1. <a href="https://fcsarchives.omeka.net/items/show/20">https://fcsarchives.omeka.net/items/show/20</a></li> <li>2. <a href="https://fcsarchives.omeka.net/items/show/21">https://fcsarchives.omeka.net/items/show/21</a></li> <li>3. <a href="https://fcsarchives.omeka.net/items/show/22">https://fcsarchives.omeka.net/items/show/22</a></li> <li>4. <a href="https://fcsarchives.omeka.net/items/show/23">https://fcsarchives.omeka.net/items/show/23</a></li> <li>5. <a href="https://fcsarchives.omeka.net/items/show/24">https://fcsarchives.omeka.net/items/show/24</a></li> <li>6. <a href="https://fcsarchives.omeka.net/items/show/25">https://fcsarchives.omeka.net/items/show/25</a></li> <li>7. <a href="https://fcsarchives.omeka.net/items/show/26">https://fcsarchives.omeka.net/items/show/26</a></li> <li>8. <a href="https://fcsarchives.omeka.net/items/show/27">https://fcsarchives.omeka.net/items/show/27</a></li> <li>9. <a href="https://fcsarchives.omeka.net/items/show/28">https://fcsarchives.omeka.net/items/show/28</a></li> </ol> </li> </ol> </li> </ul>

	<p>10. <a href="https://fcsarchives.omeka.net/items/show/29">https://fcsarchives.omeka.net/items/show/29</a></p> <p>2. <i>Curiosity Corner</i>,  <a href="http://www.fultonschools.org/en/divisions/acd/learnteach/Curiosity_Corner/Integration%20sectionj.pdf">http://www.fultonschools.org/en/divisions/acd/learnteach/Curiosity_Corner/Integration%20sectionj.pdf</a></p>
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>• Projector screen</li> <li>• Laptop (adaptable to screen)</li> <li>• Notecards and pencils for participants' notes</li> <li>• Printouts of primary sources to be used by participants (these will be provided through Fulton County Schools Archives)</li> </ul>

<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Review history of “dual school system,” desegregation and integration of schools after Brown vs. Board of Education (1954) and primary sources provided through FCS Archives (listed above). Link to online publication <i>Curiosity Corner</i> (provided above) and review to familiarize with local primary sources to be used.</li> <li>• Go to links provided (“other resources”) and print copies of Fulton County Archives primary sources in such a way that a number of participants of each group will have access efficiently. Save each as a jpeg or pdf that can be projected on to a large screen</li> </ul>
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<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Survey of participants to gauge familiarity with use of primary sources in the classroom. (Groups will be formed accordingly: with those less familiar paired with those with more expertise. This allows for peer guidance, as well as fresh perspective.)</li> <li>• Project <b>Library of Congress source 1</b> on screen and use LOC PS Analysis Tool.</li> <li>• Group discussion of observations and inferences based on LOC source. Focus on use of primary source and how it is approached apart from its content only. (15 minutes)</li> <li>• Introduce subject of school desegregation/integration during the 1950s and 60s as the subject of the primary sources to be used in this exercise. (5 minutes)</li> <li>• Divide participants into small groups. 4 is optimal.</li> <li>• Present printout of primary sources, newspapers articles and photographs to small groups. These sources are chronological and they should be presented in order (oldest to most recent) so that a sequence of events reveals a story. <i>Recommend: Facilitator will present source 1. Group 1 will analyze sources 2-4, Group 2 will analyze sources 5-6, Group 3 will analyze sources 7-8 and Group 4 will analyze sources 9-10.</i></li> <li>• Small group PS analysis. (25 minutes)</li> <li>• In order, small groups introduce their sources to the larger group. Spokesperson for each provides the following information: type of PS, author, potential audience and date. Members of small groups can provide input individually after PS is introduced (PS is provided on large screen so entire group can analyze every PS as it proceeds). Encourage participants to closely analyze elements of each source, including headlines, photos, tone of text and any notes. (<b>Facilitator will present first primary source to demonstrate procedure and context for story:</b> a declaration by the school board of Fulton County protesting the federal authority’s rejection of their integration policy) (35 minutes)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Final thoughts / facilitator summary             <ol style="list-style-type: none"> <li>1. Present <b>Lib. Of Congress primary source 2</b> on large screen to re-introduce how to search and use <i>Prints and Photographs</i> collection on LOC website (demonstrate search)</li> <li>2. Introduce <i>Chronicling America</i> as a means to connect national events to local communities, just as this exercise promoted that same strategy (demonstrate search)</li> <li>3. Introduce Lib. of Congress web feature, “Brown v. Board at Fifty” to demonstrate easy-to-use resources for teachers on the Library of Congress web site. Cite also, Teachers Page tools and features</li> </ol> </li> </ul>
<b>Assessment/ Reflection</b>	<p>The discussion that results from group analysis of the story of integrating Eva Thomas High School will help address this step. Participants will have just formulated a story from engaging primary sources. They will have seen how historical events are a product of its participants and the complex circumstances in which they occur. The facilitator should emphasize the flexibility of LOC web sources as a means to create national-to-local lesson plans that relate to curriculum standards. An exit survey will offer information as to effectiveness of the entire PD.</p>