TPS Professional Development Activity Template

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School or Institution: Bentleyville Public Library
Projected Date for Implementation: TBD

Title of Activity	Introduction to Library of Congress and Southwestern Pennsylvania Map Analysis
Overview	Librarians will be given an overview of the features of loc.gov and will have a chance to complete an analysis of maps from southwestern Pennsylvania cities and how they have changed over time.
Essential or Investigative Question	How have cities in Southwestern Pennsylvania changed from the 1800's until now?
Audience	**This activity is best suited for educators of the following grade** • Grades K-12 **This activity is best suited for educators of the following content** • Social Studies • English • Professional Development

Time Required	45 minute session
Goal	My goal is to help participants see how easy they can navigate the Library of Congress website. Teachers often use the Bentleyville Library for resources, and training the librarians will allow them to show teachers the different features of the website. I believe a map analysis activity would be beneficial for my audience to see the different features that can be used to analyze a map and to help relate to the audience (since they are familiar with the cities).
Standards	**Think** - Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.
Objectives	By the end of this PD Activity, participants will be able to: - 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 - Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc - Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge
Digital Resources	**Primary sources from loc.gov:** - Map of California, PA - https://www.loc.gov/item/73693131/ - Map of Pittsburgh, PA - https://www.loc.gov/item/75696521/ - Map of Washington, PA - https://www.loc.gov/item/75696553/ - Map of Pittsburgh, PA (1760) - https://www.loc.gov/item/77691791/
Classroom Materials	Laptop and projector, PowerPoint Presentation, one map of each printed and placed in a plastic cover.

Preparation	- Research different maps that show the evolution of Southwestern PA cities - Look for pictures of important structures from each city - Set up PowerPoint with projector - Print out maps to be used in group activity
Procedure	1. (Leaving Evidence of Our Lives) Ask audience what different activities they have been involved with over the past week 2. Ask them what evidence is there that they completed those activities 3. Explain the difference between a primary and secondary source 4. Introduce the LOC page and what it has to offer. Focus on the different ways to search for resources to make it easy and filter results. 5. Show the analysis tool and how to use it 6. Ask audience to name and look up their favorite building/landmark in Bentleyville, Pennsylvania. Ask audience if the building/landmark is still there. Ask audience to explain why they think that it is there or why it is no longer standing. 7. Explain that as time moves on, different structures or buildings are no longer needed or get replaced by a new building. 8. Ask audience "What does the change from the early 1900's until now say about Bentleyville?" Focus on the buildings/landmarks they mentioned from audience. 9. Pass out Map Analysis Tool and pull up a copy on a projector. Pull up the photo of Pittsburgh in 1760. Begin to work through the analysis tool. Have audience contribute to the details once they see what to do. Ask "In what ways does this map still represent Pittsburgh? How does this map show a change in Pittsburgh?" Continue to work through this map together. 10. Pass out maps of California, PA, Pittsburgh, PA, and Washington, PA. Ask audience to complete the same procedures with analyzing the source with the Map Analysis tool. 11. Reconnect as a group and have different participants explain what their group found in the map and what it says about the change from early 1900s to now. 12. Ask group if there are any questions. Summarize the different features of LOC and why it is important to use. 13. Pass out survey. Explain that they will rate their understanding of LOC in three ways (1 difficult to 5 easy) : ease of navigation, source availability, and additional resources on website.
Assessment/ Reflection	Audience will participate in a short survey that will rate their understanding of LOC.gov with ease of navigation, source availability, and additional resources on website. A section will be provided to allow for additional comments.