

## Final Project Template

The TPS Coaches Academy for PD Providers was designed to prepare TPS Project Leaders to lead professional development events for their target audiences. Those who complete this course, implement their planned final project as a Level I workshop for other educators, and report back about the experience will be given a TPS Coaches Certificate. This form provides an outline for planning a wide variety of such activities.

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Projected Date for Implementation: First week of August , 2014

<b>Title of Activity</b>	18 <sup>th</sup> Century Household Gardens for Intern Training
<b>Overview</b>	Using original documents, encourage participants to critically consider colonial agriculture, particularly kitchen gardens.
<b>Essential or Investigative Question</b>	What can we learn or understand about the past using original documents such as recipes, maps, crop rotation plans, and published books?
<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 and 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>Library Media</li> <li>Literacy: Reading Language Arts</li> <li>Social Studies</li> </ul>
<b>Time Required</b>	<ul style="list-style-type: none"> <li>1.5 to 2 hours</li> </ul>
<b>Goal</b>	<ul style="list-style-type: none"> <li>Learn how to analyze primary documents and improve critical thinking skills.</li> <li>Use Library of Congress resources to motivate inquiry-based learning.</li> <li>Integrate multiple primary sources in one lesson.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Access primary sources and teaching resources from <a href="http://loc.gov/">http://loc.gov/</a>.</li> <li>Analyze primary sources in different formats.</li> <li>Analyze a primary source using Library of Congress tools.</li> </ul>
<b>Digital Resources</b>	<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li><u>Crop Rotation Plan</u> by Thomas Jefferson, 18<sup>th</sup> century, undated: <a href="http://www.loc.gov/exhibits/jefferson/jefflife.html">http://www.loc.gov/exhibits/jefferson/jefflife.html</a></li> <li>A plan of the island of Burlington : and a view of the city from the River Delaware by William Russell Birch, sold 1797 (shows orchards and gardens): <a href="http://lccn.loc.gov/95680212">http://lccn.loc.gov/95680212</a></li> <li>Modern map of Burlington city and historic district: <a href="http://www.tourburlington.org/SeeHDMMap.html">http://www.tourburlington.org/SeeHDMMap.html</a></li> <li><u>The Farmer's Wife, or, Complete Country Housewife</u> printed for Alex. Hogg, 1780? Page 60; how to pickle cabbages: <a href="http://lccn.loc.gov/74175162">http://lccn.loc.gov/74175162</a></li> <li><u>The Practical Kitchen Gardiner</u> by Stephen Switzer, published 1727 (p 20-21; 128-129, 244-45, 358-9; all about cabbages): <a href="http://hdl.loc.gov/loc.gdc/scd0001.00009162513">http://hdl.loc.gov/loc.gdc/scd0001.00009162513</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Other Resources:</b> <ul style="list-style-type: none"> <li>○ <u>Primary Source Analysis Tool:</u> <a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a></li> <li>○ <u>Why use Primary Sources:</u> <a href="http://www.loc.gov/teachers/usingprimarysources/whyuse.html">http://www.loc.gov/teachers/usingprimarysources/whyuse.html</a></li> <li>○ Lee Ann Potter, Director of Education at the Library of Congress introduces the Library in under 4 minutes: <a href="https://www.youtube.com/watch?v=SGq_TSp0UeQ">https://www.youtube.com/watch?v=SGq_TSp0UeQ</a></li> <li>○ The Teacher’s page at the Library of Congress gives links to 3 one page introductory handouts for workshops:           <ul style="list-style-type: none"> <li>• The Library of Congress for Teachers <a href="#">Word</a> 2 MB   <a href="#">PDF</a> 245 KB\</li> <li>• How to Use Primary Sources <a href="#">Word</a> 2.6 MB   <a href="#">PDF</a> 245 KB</li> <li>• Why Use Primary Sources <a href="#">Word</a> 2.7 MB   <a href="#">PDF</a> 243 KB</li> </ul> </li> </ul> </li> </ul>
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Marker</li> <li>• Computer attached to large screen or smart board</li> <li>• Photocopies</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Selecting book pages for the program (unless content with cabbages).</li> <li>• Make copies of materials including original documents and the analysis tool.</li> <li>• Set up room with access to computer with <a href="http://loc.gov/">http://loc.gov/</a>, the analysis tool already available, and chairs and tables for each group.</li> <li>• Have a flip chart, marker, and a large copy of the analysis tool ready.</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Provide a brief overview of <a href="http://loc.gov/">http://loc.gov/</a> and why their primary sources are valuable (10-15 minutes).</li> <li>2. Make it clear this is a sample investigation that could be done with students.</li> <li>3. Start with the historic gardens with modern gardens using the crop rotation plan and the 2 maps of Burlington.       <ul style="list-style-type: none"> <li>• Ask students what they see in these 3 documents and refer to the analysis tool as needed.</li> <li>• What do they know and what do they wonder about?</li> <li>• Put their thoughts on the computer or flip chart (whichever seems more useful).</li> </ul> </li> <li>4. Once they have looked at the maps (15+ minutes), move on to the early published book pages.       <ul style="list-style-type: none"> <li>• Pass around the selected pages (cabbages: pickling, propagation, uses). Have each small group study their 3 documents and use the analysis tool (15 minutes). Then, small groups report back to the whole class.</li> <li>• Ask each group what they can conclude about kitchen gardens, gardening, cabbages, the importance of the published material, etc. Ask what evidence they can cite to support their opinions (5-10 min/group). Use the flip chart to list things that were noticed.</li> </ul> </li> <li>5. Ask the students what they have learned, what they would still like to know, and what primary source might provide them with more information if it could be located. Ask students how this could be used with students and what resources they might enjoy using to motivate critical thinking using primary resources.</li> </ol>

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<b>Assessment/ Reflection</b>	Learners will report to the group concerning what they have learned and how primary sources such as those found at <a href="http://loc.gov/">http://loc.gov/</a> could be used.
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**Introductory Video** – You will find the 8 min video that you watched at the beginning of Week I’s Interactive Online Module uploaded to Blackboard in the Course Resources for Week I.