

## Professional Development Plan

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School or Institution: Tappan Zee High School

Projected Date for Implementation: Fall 2014

<b>Title of Activity</b>	<i>Addressing the Learning Styles and diverse needs of all students using primary sources</i>
<b>Overview</b>	<i>Primary sources can engage students who may not always connect with the traditional materials in the curriculum. Find out how using the Inquiry process and primary sources from the Library of Congress and elsewhere can facilitate meeting the diverse needs and learning styles of all students.</i>
<b>Audience</b>	<p><i>This plan is designed to meet the needs of educators of the following grade levels.</i></p> <ul style="list-style-type: none"> <li>• <i>Grades 9-12</i></li> </ul> <p><i>This plan is designed to meet the needs of educators of the following content areas.</i></p> <ul style="list-style-type: none"> <li>• <b>Art</b></li> <li>• <i>Career and Technical</i></li> <li>• <b>English as a New Language</b></li> <li>• <b>English Language Arts</b></li> <li>• <i>Special Education/Exceptional Needs</i></li> <li>• <b>General</b></li> <li>• <i>Health</i></li> <li>• <b>Library Media</b></li> <li>• <b>Literacy: Reading Language Arts</b></li> <li>• <i>Mathematics</i></li> <li>• <b>Music</b></li> <li>• <i>Physical Education</i></li> <li>• <i>Science</i></li> <li>• <b>Social Studies</b></li> <li>• <i>World Languages Other than English</i></li> </ul>
<b>Time Required</b>	<i>½ day</i>
<b>TPS Level I Goals</b>	<ul style="list-style-type: none"> <li>• <i>Describe examples of the benefits of teaching with primary sources.</i></li> <li>• <i>Analyze a primary source using Library of Congress tools</i></li> <li>• <i>Access teaching tools and primary sources from loc.gov/teachers</i></li> <li>• <i>Identify key considerations for selecting primary sources for instructional use</i></li> <li>• <i>Access primary sources and teaching resources from loc.gov for instructional use</i></li> <li>• <i>Analyze primary sources in different formats</i></li> <li>• <i>Analyze a set of related primary sources in order to identify multiple perspectives</i></li> <li>• <i>Facilitate a primary source analysis using Library of Congress tools</i></li> <li>• <i>Demonstrate how primary sources can support at least one teaching</i></li> </ul>

	<p><i>strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge</i></li> </ul>
<b>Essential/ Investigative Question</b>	<i>How can we engage diverse learners using primary sources?</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• <i>Teachers will be able to search effectively and find primary sources on the Library of Congress Website</i></li> <li>• <i>Teachers will be able to find, access and utilize the Education Page, Teacher Resources, Lesson Plans and Primary Source Sets</i></li> <li>• <i>Teachers will be able to model and facilitate effective search strategies for students</i></li> <li>• <i>Teachers will be able to assist their students in locating different types of primary sources from the library of congress website</i></li> <li>• <i>Teachers will be able to facilitate a student centered, learner active, technology infused activity that utilizes primary sources from the Library of Congress Website</i></li> <li>• <i>Teachers will be able to facilitate the inquiry process through the use of primary sources</i></li> <li>• <i>Teachers will be able to utilize primary source analysis tools to facilitate inquiry</i></li> <li>• <i>Teachers will be able to address the diverse needs of learners and diverse learning styles by locating and utilizing primary source documents from the Library of Congress in their classrooms</i></li> <li>• <i>Teachers will be able to cite primary sources properly respecting copyright and will be able to show students how to do so</i></li> </ul>
<b>Library of Congress Resources/ Digital Resources</b>	<p><i>Lesson Plans:</i>  <a href="http://www.loc.gov/teachers/classroommaterials/lessons">http://www.loc.gov/teachers/classroommaterials/lessons</a>  <i>Recreation Yesterday and Today:</i>  <a href="http://www.loc.gov/teachers/classroommaterials/lessons/recreation/">http://www.loc.gov/teachers/classroommaterials/lessons/recreation/</a>  <i>American Memory FAQ:</i>  <a href="http://memory.loc.gov/ammem/help/search_help.html">http://memory.loc.gov/ammem/help/search_help.html</a>  <i>Digital Collections:</i>  <a href="http://www.loc.gov/library/libarch-digital.html">http://www.loc.gov/library/libarch-digital.html</a>  <i>America's Story:</i>  <a href="http://www.americaslibrary.gov/">http://www.americaslibrary.gov/</a>  <i>Rewordify:</i>  <a href="http://rewordify.com">http://rewordify.com</a>  <i>Primary Source Analysis Tool:</i>  <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a>  <i>Hints for Writing Rubrics:</i>  <a href="http://www.ideportal.com/Tools/docs/HintsForWritingRubricsPDF.pdf">http://www.ideportal.com/Tools/docs/HintsForWritingRubricsPDF.pdf</a>  <i>Citing Primary Sources:</i>  <a href="http://www.loc.gov/teachers/usingprimarysources/citing.html">http://www.loc.gov/teachers/usingprimarysources/citing.html</a>  <i>Copyright and Primary Sources:</i>  <a href="http://www.loc.gov/teachers/usingprimarysources/copyright.html">http://www.loc.gov/teachers/usingprimarysources/copyright.html</a></p>

<p><b>Procedure</b></p>	<p><i>Activity One: Introduction – Benchmark Lesson (15-20 minutes)</i></p> <p>1.)Facilitator will show teachers (on the smartboard) a sample lesson plan by going to the main Library of Congress Page/the Education Link/Teachers/Classroom Materials/Lesson Plans and will then show in detail the <i>Recreation Yesterday and Today</i> Lesson Plan as this topic will appeal to many teachers <i>Overview/Preparation/Procedure/Evaluation</i>  <a href="http://www.loc.gov/teachers/classroommaterials/lessons/recreation/">http://www.loc.gov/teachers/classroommaterials/lessons/recreation/</a></p> <p>2.) <i>Teachers will then be given time (30 minutes) to explore the lesson plan page and select a specific lesson (in their discipline or that is of interest to them)</i>  <a href="http://www.loc.gov/teachers/classroommaterials/lessons">http://www.loc.gov/teachers/classroommaterials/lessons</a> Facilitator will walk around the room answering questions and pointing out specific features (such as the primary source analysis tool handouts and the common core standards by grade for example).</p> <p>3.) <i>Facilitator will then show some advanced google search tips (using Boolean Operators, the advanced screen, including the site:search strategy) and will demonstrate locating specific items using those strategies. Then, looking at a sample resource and its bibliographic record, teachers will be guided in developing keywords. This will be especially helpful as teachers look for additional primary sources in the various Library of Congress Collections. A resource table with printouts will be available including How-to sheets and information on using the bibliographic record, and the FAQ page for searching American Memory. (15 minutes)</i></p> <p><i>Break: refreshments</i></p> <p><i>Activity Two:</i></p> <p>1.) <i>Teachers will be encouraged to work in small groups(cross-discipline, co-teach or teachers of the same course) to develop a google presentation that they can eventually use with students but those who prefer to may also work alone. Teachers will create 4-6 slides that include primary source documents of different types (textual documents, maps, photographs, recordings, video, sheet music, art and drawings, poetry, etc.) relevant to their curriculum or an area of interest. Facilitator will circulate to help teachers navigate the site and find appropriate sources. Co-teachers will be encouraged to work together to create differentiated lessons. A mini-lesson for Special Education Teachers will show America’s Story and how this might be used to differentiate lessons. The program rewordify.com can be used to simplify more complex text. (30-45 minutes)</i></p> <p>2.) <i>In small groups (or pairs) the teachers will share their slides with the other teachers in the group who will (in groups or pairs) fill out a primary source analysis tool form for each slide. Each pair will critique each other’s presentation, paying close attention to how different types of media will appeal to different learning styles and how the lesson was differentiated or could be further differentiated. (30-40 minutes)</i></p> <p>3.) <i>A discussion moderated by the facilitator will include a discussion of how this activity could be a model for a student centered research activity based on the primary sources and how lessons can be differentiated or modified (both for struggling readers and/or ESOL students). (15 minutes)</i></p> <p>4.) <i>A sample rubric for student created slideshows (in google presentations or</i></p>
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	<p><i>another web-based program that will allow students to collaborate) will help teachers develop an assessment to use with students for the activity.</i></p>
<p><b>Standards Alignment</b></p>	<p>Standards Addressed in this plan.</p> <p><b>Common Core Standards</b></p> <p>CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p><b>AASL Standards:</b></p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p><b>Common Core Standards</b></p> <p>CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>AASL:</b></p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p><b>Common Core Standards</b></p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>AASL:</b></p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p> <p><b>Common Core Standards</b></p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**AASL**

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

**Common Core Standards**

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**AASL:**

A.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.2 Seek divergent perspectives during information gathering and assessment.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

**Common Core Standards**

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**AASL:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

	<p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p><b>Common Core Standards</b>  CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>AASL:</b></p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p><b>Common Core Standards</b>  CC9-10RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
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	<p>CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>AASL</b></p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p><b>Common Core Standards</b></p> <p>CC9-10RH/SS9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC11-12RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC11-12RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC11-12RH/SS5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CC11-12RH/SS7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>AASL</b></p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p><b>Common Core Standards</b></p> <p>CC11-12RH/SS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Additional Standards may apply depending on discipline and topic area.</p>
<b>Timeline for Implementation</b>	<i>Fall 2014</i>