

## TPS Professional Development Activity Template

*Please submit final version in Word format so that the lesson plan can be vetted for publication.*

*TPS train-the-trainer workshops are designed to prepare classroom teachers, school librarians, and others, to coach, mentor, and/or lead professional development events with/for colleagues. Those who complete, implement their planned final project, and report back about the experience will be named TPS Coaches. This form provides an outline for planning a wide variety of such activities.*

***Note: Instructions are italicized and should be removed before publication.***

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**School or Institution:** Georgia Historical Society

**Projected Date for Implementation:** November 2018

<b>Title of Activity</b>	Analyzing Sherman’s March to the Sea via Inquiry-Based Learning and Close Reading Strategy
<b>Overview</b>	This activity is meant to illustrate how to use a variety of primary sources to formulate a response to a compelling question. This activity incorporates activities such as close-reading, formulating questions, and creating an evidence-based argument.
<b>Essential or Investigative Question</b>	What was the purpose of Sherman's March to the Sea?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b> <i>(List those that are applicable):</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: Georgia Studies</li> </ul> <p><b>This activity is best suited for educators of the following content areas</b> <i>(List those that are applicable):</i></p> <ul style="list-style-type: none"> <li>• Social Studies/ Social Sciences</li> </ul>



<b>Time Required</b>	1, 60 minute session
<b>Goal</b>	Participants will learn how to guide students through a close-reading of a primary source and how to use the close-reading strategy to both develop student made questions and guide students to answer those questions by using a variety of primary sources.
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 21st Century Learner Standards <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> <ul style="list-style-type: none"> <li>○ I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</li> </ul> </li> <li>• Learning Forward The Professional Learning Association <a href="http://learningforward.org/standards#.U8amn_IdUk0">http://learningforward.org/standards#.U8amn_IdUk0</a> <ul style="list-style-type: none"> <li>○ Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</li> </ul> </li> <li>• Georgia Standards of Excellence – 8<sup>th</sup> Grade Social Studies <ul style="list-style-type: none"> <li>○ SS8H5 Analyze the impact of the Civil War on Georgia.</li> <li>○ Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</li> </ul> </li> </ul>
<b>Objectives</b>	<p>Select one or more <a href="#">TPS Foundation Objectives</a>.</p> <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <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>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).</li> <li>• Access primary sources and teaching resources from <a href="http://loc.gov">loc.gov</a> for instructional use.</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>	<p>Use this section to link to the primary sources, handouts, documents, and web sites that will be used. Each TPS PD Activity Plan should include at least one primary source from <a href="http://loc.gov">loc.gov</a>.</p> <ul style="list-style-type: none"> <li>• <b>Primary sources from <a href="http://loc.gov">loc.gov</a>:</b> <ul style="list-style-type: none"> <li>○ Sherman’s Army Plunders Georgia Plantation</li> <li>○ 1938/1936-1940</li> <li>○ Mrs. C. G. Richardson</li> <li>○ <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/southwar/cgrich.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/southwar/cgrich.html</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Latest from General Thomas: New York, Dec. 3.</li> <li>○ 1864</li> <li>○ Daily Intelligencer</li> <li>○ <a href="https://chroniclingamerica.loc.gov/lccn/sn84026845/1864-12-05/ed-1/seq-4/">https://chroniclingamerica.loc.gov/lccn/sn84026845/1864-12-05/ed-1/seq-4/</a></li>   <li>○ How Sherman’s Boys Fixed the Railroad</li> <li>○ 1864</li> <li>○ Taylor &amp; Huntington</li> <li>○ <a href="https://www.loc.gov/resource/stereo.1s02800/">https://www.loc.gov/resource/stereo.1s02800/</a></li>   <li>○ Sherman’s March to the Sea</li> <li>○ J.P. Finch 1883</li> <li>○ F.O.C. Darley</li> <li>○ <a href="https://www.loc.gov/resource/cph.3c16520/">https://www.loc.gov/resource/cph.3c16520/</a></li>   <li>○ <b>Map of Northern Georgia</b></li> <li>○ 1864</li> <li>○ Capt. W.E. Merrill/ Reiman Draughtsman</li> <li>○ <a href="https://www.dropbox.com/sh/azk3yaru70du3m0/AACR-tTjzXxwzi0hvjiUzx7Ma?dl=0">https://www.dropbox.com/sh/azk3yaru70du3m0/AACR-tTjzXxwzi0hvjiUzx7Ma?dl=0</a> (1361MP-087)</li> <li>○ <a href="http://g92002.eos-intl.net/G92002/OPAC/Details/Record.aspx?IndexCode=-1&amp;TaskCode=814423&amp;HitCount=7&amp;CollectionCode=2&amp;SortDirection=Descending&amp;CurrentPage=1&amp;CurrentLinkCode=MG92002 7005404 1 5793550&amp;SelectonType=0&amp;SearchType=1&amp;BibCode=MG92002 7455162 2 5793551">http://g92002.eos-intl.net/G92002/OPAC/Details/Record.aspx?IndexCode=-1&amp;TaskCode=814423&amp;HitCount=7&amp;CollectionCode=2&amp;SortDirection=Descending&amp;CurrentPage=1&amp;CurrentLinkCode=MG92002 7005404 1 5793550&amp;SelectonType=0&amp;SearchType=1&amp;BibCode=MG92002 7455162 2 5793551</a></li>   <li>● <b>Other resources:</b> <ul style="list-style-type: none"> <li>○ Teaching Students to Asks Their Own Questions using the QFT Strategy</li> <li>○ <a href="http://hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507#">http://hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507#</a></li>   <li>○ Introduce The 3 Phases Of Close Reading To Students</li> <li>○ <a href="https://www.smekenseducation.com/Introduce-the-3-Phases-of-Close.html">https://www.smekenseducation.com/Introduce-the-3-Phases-of-Close.html</a></li>   <li>○ Close-Reading Strategy for Non-Textual Sources</li> <li>○ <a href="https://georgiahistory.com/wp-content/uploads/2018/11/Close-Reading-Strategy.pdf">https://georgiahistory.com/wp-content/uploads/2018/11/Close-Reading-Strategy.pdf</a></li> </ul> </li> </ul>
<p><b>Classroom Materials</b></p>	<ul style="list-style-type: none"> <li>● Digital or paper copies of sources to be analyzed.</li> <li>● Paper and pencil for each student.</li> <li>● If using paper sources, use scratch paper or cardstock for quartering/splitting sources for analysis.</li> <li>● If using digital sources, make sure to have a strategy prepared for quartering/splitting sources for analysis.</li> <li>● Printed or digital directions with steps for close reading.</li> </ul>

<b>Preparation</b>	<p><i>Use this section to tell the facilitator everything that needs to be done PRIOR to beginning the activity with the participants.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Choose and print sources for each group or make them available via digital resource.</li> <li>• preparing to display an item on screen or projector</li> <li>• room arrangement, if necessary</li> <li>• strategy for grouping students</li> </ul>
<b>Procedure</b>	<p><i>Use this section to list the exact steps the facilitator will use DURING the facilitation of the activity.</i></p> <ul style="list-style-type: none"> <li>• Display <a href="#">Sherman's Map of Northern Georgia from GHS Collection</a> (or provide paper copy for each group).</li> <li>• Guide through QFT strategy for map. <ul style="list-style-type: none"> <li>○ Participants formulate questions.</li> <li>○ Change closed questions to open questions.</li> <li>○ Narrow questions down to three best questions.</li> <li>○ Remember to model strategies to be used with students.</li> </ul> </li> <li>• Model best practices such as using a timer to stay on track, visiting each group to facilitate discussions with struggling groups or answer questions, move from the small group to the whole group between steps to keep the lesson on track of time and avoid students skipping steps.</li> <li>• Close reading of a visual source. <ul style="list-style-type: none"> <li>○ Use a new number for each close reading step. Bulleted sub-steps may be included under a numbered item with specific directions.</li> <li>○ Make each step a distinct task – a directive.</li> <li>○ Groups work on each step.</li> </ul> </li> <li>• Write procedures as concisely as possible using clear, direct language.</li> <li>• Participants do their best to answer the group's three formulated questions from QFT based on close reading of primary source.</li> <li>• Whole group discussion of takeaways from close reading of sources and how they relate to the Sherman Map.</li> <li>• Using information gained through close reading of the source each student should answer the compelling question citing evidence for their answer.</li> <li>• Option to use text based sources to support student responses to compelling question.</li> </ul>
<b>Assessment/ Reflection</b>	<p>Assessment should be based on student response to compelling question and citing evidence gained during close-reading to support answer. Due to the instructor having time to move about the room to facilitate discussion for groups and check in with groups there are options to provide formative assessment opportunities for small groups and individuals.</p>

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