

Name: Mike Barrett

School or Institution: Unionville Elementary School

Projected Date for Implementation: June 2015

Title of Activity	<i>Blending Primary Sources and Literacy</i>
Overview	Compose a twenty-five to thirty-five-word summary of the activity that will help a potential facilitator know whether they are interested in it or not.
Essential or Investigative Question	How can I use primary sources to help improve my students' understanding of literature?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 2-5 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • Elementary classroom teachers grades 2-5 • Reading specialists • Learning support teachers
Time Required	<ul style="list-style-type: none"> • Two hours
Goal	The goal of this lesson is to familiarize elementary teachers with the primary sources available online through the Library of Congress for use in conjunction with literature being used in the classroom.
Objectives	<ul style="list-style-type: none"> • Describe reasons for using primary sources in the classroom. • Access primary sources from www.loc.gov. • Analyze a primary source using the inquiry tool. • Describe one way you will integrate primary sources into an already existent piece of literature being taught in your classroom.
Digital Resources	<ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ <i>C.S. German. Abraham Lincoln</i> ○ <i>January 26, 1861</i> ○ <i>Albumen print</i> ○ www.loc.gov/exhibits/lincoln/candidate-lincoln.html#obj3 • Other resources: <ul style="list-style-type: none"> ○ <i>For president, Abraham Lincoln</i> ○ <i>Philadelphia, 1860s</i> ○ <i>H.C. Howard</i> ○ https://www.flickr.com/photos/library_of_congress/4483943123 ○ <i>Lloyd's new political chart</i> ○ <i>New York, 1861</i> ○ <i>H.H. Lloyd & Co.</i> ○ http://www.loc.gov/item/scsm000918/



Classroom Materials	<ul style="list-style-type: none"> • Copy of Jane’s Discovery – projected • Projector • Computer • Chart tablet • Markers • Laptops • Post-it Notes • Primary source images, digital • Copies of Creating Book Backdrops Using the Inquiry Method • Copies of Creating book Backdrops Using the Inquiry Method
Preparation	<ul style="list-style-type: none"> • Teachers will be asked ahead of time to bring their curriculum guides. • Several copies of the Keeping Track of Primary Sources Handout. • Several copies of the Creating Book Backdrops Using the Inquiry Method worksheet. • Having presentation loaded and ready. • Post-it notes and markers on tables
Procedure	<p>Presentation is available at the following site: https://docs.google.com/presentation/d/1vfyqp1Jko7SMrVvcqWAdRjNMAyjKJtpWRzqTOWqM06w/edit?usp=sharing</p> <ol style="list-style-type: none"> 1. As teachers come in, have a definition of what a primary source is on the SMARTboard reading, “Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.” Underneath, write, “As you come in, please write on a post-it note how you use primary sources in your classroom. Also, record on a separate post-it note what you hope to gain from this workshop. When finished, place them on the poster at the front of the room.” <ol style="list-style-type: none"> a. After the teachers have had time to reflect on their primary source practices, review some of the post-it notes the teachers wrote to gain an understanding of their prior knowledge, as well as their personal goals for the workshop. 2. Next, briefly explain what a primary source is. <ol style="list-style-type: none"> a. Discuss reasons why primary sources are effective at improving the educational experience. <ol style="list-style-type: none"> i. Increasing student engagement ii. Develop critical thinking skills iii. Construct knowledge 3. After establishing a need for primary sources, go over basic search terms on www.loc.gov. <ol style="list-style-type: none"> a. Model a search on the live site by searching ‘Brandywine Battlefield.’ Model how to narrow types of results, such as photos or maps. 4. At this point, after a short break, begin to blend primary sources into literacy. Read the story, <i>Jane’s Discovery</i>, a required story from the third grade language arts curriculum.



	<ol style="list-style-type: none"> a. After reading the story, have the teachers talk with their tablemates about what dates, people, or events they might be able to search in order to find related primary sources on www.loc.gov. I will have groups share out before continuing. b. After sharing, display two Lincoln primary sources, listed below. Have the teachers discuss how the primary sources could be added to the reading process in order to provide multiple ways of increasing inquiry and learning when reading Jane's Discovery. <ol style="list-style-type: none"> 5. Next, hand out the Creating Book Backdrops Using the Inquiry Method paper to the teachers. This sheet offers many suggestions for using primary sources tied to literacy. Have the teachers work in small groups to share how the strategies on the paper could be used in their classroom. 6. At this point, teachers will have the remainder of the time to search www.loc.gov and plan for the use of primary sources to link to a story from the curriculum manual they brought with them. Teachers will be encouraged to keep track of the primary sources they find using the Keeping Track of Primary Sources Handout.
Assessment/ Reflection	An exit survey will be administered via Google Forms.

