Professional Development Activity/Plan

Name: Temeka Lomax
School or Institution: Pike High School and Freshman Center
Projected Date for Implementation: Summer 2015

Title of Activity	*"Building" Literacy Across the Curriculum Using Primary Sources*
Overview	*This PD will target teachers from various subject areas. They will learn to use the Library of Congress website and how to use the Library of Congress Primary Source Analysis Tool using a primary source set. Ultimately, teachers will be challenged to brainstorm implications for impacting literacy in the content areas using visual resources.*
Essential or Investigative Question	*What are some ways that the use of primary sources can advance literacy within your particular content area?*
Audience	**This activity is best suited for educators of the following grade levels:** • *Grades 9-12* **This activity is best suited for educators of the following content areas:** • *Art* • *Career and Technical* • *English as a New Language* • *English Language Arts* • *Exceptional Needs* • *General* • *Health* • *Library Media* • *Literacy: Reading Language Arts* • *Mathematics* • *Science* • *Social Studies*
Time Required	*This PD session will require about 90 minutes to be done effectively.*
Goal	1. Participants will become familiar with www.loc.gov and the teacher resources available there. 2. Participants will understand the impact that teaching with primary sources can have on literacy in all content areas. 3. Participants will create a primary source set to use with students in their content area.
Objectives	1. Analyze a primary source using Library of Congress tools. 2. Demonstrate how primary sources can support reading and writing in the content areas. 3. Access primary sources and teaching resources from www.loc.gov/ for instructional use.

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	4. Create a primary source-based activity that helps students engage in learning, develop critical thinking skills, and construct knowledge.

Digital Resources	• *Primary sources:*
	   o *Title: Building No. 21, View Northeast—Lockefield Garden Apartments, 900 Indiana Avenue, Indianapolis, Marion County, IN*
	   o *Date created/published: Documentation compiled after 1933*
	   o *Creator/Author: Historic American Buildings Survey*
	   o *URL: http://www.loc.gov/item/in0282/*
	
	• *Primary sources:*
	   o *Title: Court Yard Mall, View North—Lockefield Garden Apartments, 900 Indiana Avenue, Indianapolis, Marion County, IN*
	   o *Date created/published: Documentation compiled after 1933*
	   o *Creator/Author: Historic Americans Buildings Survey*
	   o *URL: http://www.loc.gov/item/in0282/*
	
	• *Primary sources:*
	   o *Title: Photocopy of drawing A-66 Elevations, Building Nos. 21 and 23—Lockefield Garden Apartments, 900 Indiana Avenue, Indianapolis, Marion County, IN*
	   o *Date created/published: Documentation compiled after 1933*
	   o *Creator/Author: Historic American Buildings Survey*
	   o *URL: http://www.loc.gov/item/in0282/*
	
	• *Primary sources:*
	   o *Title: Photocopy of drawing A-169A Change Club and Play Rooms, Buildings Nos. 9,17,10,18—Lockefield Garden Apartments, 900 Indiana Avenue, Indianapolis, Marion County, IN*
	   o *Date created/published: Documentation compiled after 1933*
	   o *Creator/Author: Historic American Buildings Survey*
	   o *URL: http://www.loc.gov/item/in0282/*
	
	• *Primary sources:*
	   o *Title: Aerial View South—Lockefield Garden Apartments, 900 Indiana Avenue, Indianapolis, Marion County, IN*
	   o *Date created/published: Documentation compiled after 1933*
	   o *Creator/Author: Historic American Buildings Survey*
	   o *URL: http://www.loc.gov/item/in0282/*
	
	• *Other resources:*
	   o *Title: Primary Source Analysis Tool*
	   o *URL : http://www.loc.gov/teachers/primary-source-analysis-tool/*
	
	• *Other resources:*
	   o *Title: Library of Congress website*
	   o *URL: http://www.loc.gov/*

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Classroom Materials	• *Laptops/netbooks/ up to 20* • *LCD projector* • *Document camera* • *Sticky Notes* • *Pens, pencils, highlighters ,markers* • *Copies of Primary Source Analysis Tool* • *Chart paper*
Preparation	1. *Review the Facilitator's Guide to Overview of www.loc.gov* 2. *Make sure to have enough of the Primary Source Analysis Tools printed prior to session. Make extras as well.* 3. *Place markers, highlighters, pens, pencils, and Sticky Notes on tables or devise a system to quickly deliver them to participants during the session.* 4. *Set up chart paper on stand if available. If not, tape pieces of chart paper to the wall—one for each box on the Primary Source Analysis Tool.* 5. *Place desks in table formations if possible. If round tables are available, request them. Have about 5-6 chairs at each table.* 6. *Place labels at each seat for various content areas so that participants sit with a diverse group of their colleagues.* 7. *Place primary source sets in sealed manila envelopes and place one on each table.*
Procedure	1. *Ask participants to make sure that they have mixed themselves up by content area according to the labels on the tables.* 2. *Have participants open the manila envelopes containing the primary source set.* 3. *Direct each participant to choose one of the primary sources.* 4. *Have each table take a close look at the primary sources and consider which sources relate to which content areas.* 5. *Have groups share their ideas and curricular connections. Capture ideas on chart paper.* 6. *Pass out Primary Source Analysis Tool for each participant. Have them take three Sticky Notes and place one on each section of the Tool.* 7. *Explain how to complete the analysis of the primary source using the tool. Each participant should complete the analysis (on the Sticky Notes) using his/her chosen primary source.* 8. *Have each table discuss their results and share out with group as well. Capture on chart paper.* 9. *Brainstorm how a primary source set such as this can contribute to literacy in all content areas.* 10. *Discuss some key components of literacy if participants seem to be stuck—connecting to prior knowledge, previewing, questioning, purpose, etc.* 11. *Capture on chart paper.* 12. *Discuss how the primary source set that participants have just used was compiled.* 13. *Have participants use their laptops/netbooks to go to the Library of Congress website.* 14. *Provide an overview of the Library of Congress' home page by briefly pointing out its major features.*

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	15. *Introduce participants to the six featured components of the website. Demonstrate how to access these components via the "slide show" menu bar and GO button describing each component as you go.* 16. *Return to www.loc.gov and introduce participants to the options across the top of the page.* 17. *Navigate to the American Memory to give participants a closer look.* 18. *Introduce participants to the Teachers page and introduce the types of teaching materials available in each section.* 19. *Release participants to explore the Teacher resources or American Memory in order to find primary sources from which to create a primary source set similar to the example used in the session. (A total of about 4-5 primary sources will be sufficient).* 20. *Take a moment to clarify whether participants will create their primary source set by theme, content area, time period, etc.* 21. *Share information regarding the documentation of sources.* 22. *Once participants have complied their primary source sets, have them share in the groups at their tables.* 23. *Have each group choose one person to share their set with the whole group.* 24. *Remind everyone of some of the key components of literacy and how the primary source set helps support literacy.* 25. *Listen to participants' plans to use their primary sources to develop literacy in intentional ways.* 26. *Wrap up by asking (and capturing on chart paper) which resources on www.loc.gov they consulted in compiling their primary source sets.*
Assessment/ Reflection	*Assessment will be recorded, responses captured on chart paper during debriefing, and the primary source sets that participants create on their own during the session will be shared.*