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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Projected Date for Implementation: Spring 2019

Title of Activity	Built Environment and Popular Imagination: Learning to Integrate Library of Congress Primary Sources in Instruction
Overview	This activity is designed for current educators to learn how to integrate primary sources into current instructional practices using the example of popular imagination and the local built environment as an example.
Essential or Investigative Question	How does popular imagery of a historic site impact how one views the built environment?
Audience	**This activity is best suited for educators of the following grade levels** *(List those that are applicable):* • Grades 6-8 • Grades 9-12 **This activity is best suited for educators of the following content areas** *(List those that are applicable):* • English/ Language Arts • Social Studies/ Social Sciences • Other: Information Literacy/Research/Library Science

Time Required	One session totaling 120 minutes. First 30 minutes to introduce professional development participants to locating primary sources content through the Library of Congress, 15 minutes for discussion and hands-on application. Second 30 minutes for demonstration of application of these skills through application demonstration, 5 minutes for discussion. Third 30 minutes for professional development participants to develop a lesson using skills learned, 10 minutes for report outs.
Goal	• Develop basic information literacy skills • Understand how to locate primary sources on the Library of Congress website • Understand how to integrate primary sources into an existing lesson plan • Understand legal issues surrounding primary source usage • Critically think about historical and current built environments

Standards	*Your PD Activity should reference one or more professional development standard from AASL, ISTE, or Learning Forward (formerly NSDC), as appropriate for your audience.*
	• 21st Century Learner Standards:
	    o Learners contribute a balanced perspective when participating in a learning community by:
	        ▪ 1. Articulating an awareness of the contributions of a range of learners.
	        ▪ 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
	        ▪ 3. Describing their understanding of cultural relevancy and placement within the global learning community.
	    o Learners display curiosity and initiative by:
	        ▪ 1. Formulating questions about a personal interest or a curricular topic.
	        ▪ 2. Recalling prior and background knowledge as context for new meaning.
	    o Learners exchange information resources within and beyond their learning community by:
	        ▪ 1. Accessing and evaluating collaboratively constructed information sites.
	        ▪ 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
	        ▪ 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.
	    o Learners follow ethical and legal guidelines for gathering and using information by:
	        ▪ 1. Responsibly applying information, technology, and media to learning.
	        ▪ 2. Understanding the ethical use of information, technology, and media.
	        ▪ 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need
	• ISTE Standards for Teachers

	- o 4a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. - o 4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. - o 5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. - o 5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. - Learning Forward The Professional Learning Association - o Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Objectives	*Select one or more TPS Foundation Objectives.* By the end of this PD Activity, participants will be able to: - Describe examples of the benefits of teaching with primary sources. - Analyze a primary source using Library of Congress tools. - Access teaching tools and primary sources from loc.gov/teachers. - Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). - Access primary sources and teaching resources from loc.gov for instructional use. - Analyze a set of related primary sources in order to identify multiple perspectives. - Facilitate a primary source analysis using Library of Congress tools. - Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). - Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	*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 loc.gov.* **Primary sources from loc.gov:** - Title: Valley Forge, Pa. - Date created/published: N/A - Creator/Author: N/A - URL: https://www.loc.gov/item/2003666719/ *Primary sources from loc.gov:* - o Title: Soldiers standing in snow-covered military camp, possibly in Valley Forge, Pa., during American Revolution - o Date created/published: 1920 - o Creator/Author: Peter, George - o URL: https://www.loc.gov/item/2016816528/ **Primary sources from loc.gov:** - Title: Washington at Valley Forge - Date created/published: 1911 - Creator/Author: E. Percy Moran.

	- URL: https://www.loc.gov/item/92506172/
	 - *Other resources:*
	   o *Title: Primary vs Secondary Source*
	   o *URL:https://www.youtube.com/watch?v=2_9UXHxZYdE&t=83s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=46*
	 - *Other resources:*
	   o *Title: LOC.gov for Teachers*
	   o *URL: https://www.youtube.com/watch?v=UslT_0WcLsM#action=share*
	 - *Other resources:*
	   o *Title: Print and Photographs at the Library of Congress*
	   o *URL:https://www.youtube.com/watch?v=qw9FkxnmCis&t=16s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=27*
	 - *Other resources:*
	   o *Title: Copyright Quick Check*
	   o *URL:https://www.youtube.com/watch?v=aMEQYbwquQg&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=41*
	 - *Other resources:*
	   o *Title: Resources for Getting Started with Primary Sources*
	   o *URL: https://blogs.loc.gov/teachers/2011/10/the-library-of-congress-teachers-page-resources-for-getting-started-with-primary-sources/*

Classroom Materials	Standard classroom setup with computer with internet access, projector, Microsoft Office suite, and computers for participants.

Preparation	Prior to the start of the professional development session, the facilitators will:
	• Review all activity materials
	• Confirm the room reservations for session
	• Access computer and pull up all materials for session
	• Arrange room to ensure collaborative learning
	• Prepare and print all necessary handouts and worksheets
Procedure	During the professional development session, the facilitator will:
	• Start session by discuss the goals of the professional development opportunity
	• Start the Primary vs Secondary Source video. At the conclusion of the video have a brief discussion of the benefits of using primary sources.
	• Play the video LOC.gov for Teachers
	• Open LOC website and discuss and demonstrate the resources and services that are available. Specifically focus on print and photograph collection, chat service, and search tools. Open Google and demonstrate searching using Google. During demonstration play the video Print and Photographs at the Library of Congress.
	• Open a print or photograph based on suggestions from participants and discuss the legal ways to use the image. Use this to discuss copyright law in the United States. During this discussion play the video Copyright Quick Check.
	• Have a discussion of the search strategies used to find relevant primary sources.
	• Have participants practice skills looking for primary sources of interest. Also suggest they review the blog post Resources for Getting Started with Primary Sources.
	• After participants had a chance to practice skills demonstrated, have them come back together as a group for a demonstration of how to apply these skills in a classroom activity.
	• Using the build environment and popular imagery as an example, ask participants to determine the location of the map on the screen [show Valley Forge, Pa. with identifying location cropped out].
	• Show participants Soldiers standing in snow-covered military camp, possibly in Valley Forge, Pa., during American Revolution and ask them to analyze the photograph and provide a location.
	• Ask participants to analyze and describe the image Washington at Valley Forge with special attention to the build environment in the image.
	• Ask participants to describe the built environment at Valley Forge [as this is geared to the local environment participants will likely have visited Valley Forge Park]. Ask participants to open Google Maps and review a satellite image of Valley Forge Park.
	• Discuss the way Valley Forge is portrayed in popular imagination and the actual built environment. Ask participants how this may change how students in their classes view history.
	• Ask participants to develop a short 2 minute lesson using the skills discussed during the professional development activity.
	• Ask a few participants to present their new lesson for the group.
Assessment/ Reflection	This professional development activity will use formative assessments throughout the learning process to determine if participants are progressing through the content. This will happen through discussion and individual conversations as students apply the skills demonstrated.

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