

## Professional Development Plan

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School or Institution: Peterborough Elementary School

Projected Date for Implementation: February, 2015

<b>Title of Activity</b>	<i>The Civil Rights Movement</i>
<b>Overview</b>	<i>Every year the PES third graders study Civil Rights in America. Each student is required to complete a project about a famous African American. The final culmination is a chorale reading performed for parents. The 3<sup>rd</sup> grade teachers need assistance in developing a formal planning unit, understanding the inquiry process for the biography reports, and deciding on the learning goals for this unit.</i>
<b>Audience</b>	<i>This plan is designed to meet the needs of educators in third grade</i>
<b>Time Required</b>	<i>I will plan on meeting with the third grade teachers once a month during their PLC meetings in November, December, and January.</i>
<b>Goal</b>	<ul style="list-style-type: none"> <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>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 use primary sources to help students understand the struggles and emotions of African Americans in their fight for equality throughout history?</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• <i>To introduce 3<sup>rd</sup> grade teachers to primary sources and explore their value in a project based learning unit</i></li> <li>• <i>To guide 3<sup>rd</sup> grade teachers through the inquiry process</i></li> <li>• <i>To create a workable unit plan for Civil Rights</i></li> <li>• <i>To encourage 3<sup>rd</sup> grade teachers to focus on the desired learning outcomes</i></li> </ul>
<b>Library of Congress Resources/ Digital Resources</b>	<ul style="list-style-type: none"> <li>• <i>Voices of Civil Rights -- <a href="http://www.loc.gov/exhibits/civilrights/index.html">http://www.loc.gov/exhibits/civilrights/index.html</a></i></li> <li>• <i>National Archives DOCS teach: <a href="http://docsteach.org/">http://docsteach.org/</a></i></li> <li>• <i>Black History: Analyze Historical Figures and Civil Rights.(video) Discovery Education.com</i></li> </ul>
<b>Procedure</b>	<p><i>Session 1: Help 3<sup>rd</sup> grade teachers articulate what the Civil Rights unit looks like</i></p> <ul style="list-style-type: none"> <li>• <i>Verbalize the current plan; what works/doesn't work</i></li> <li>• <i>Articulate the learning goals</i></li> <li>• <i>Develop a unit plan using existing lesson plan template.</i></li> </ul> <p><i>Session 2: Resources</i></p> <ul style="list-style-type: none"> <li>• <i>Explore primary sources on the loc.gov website</i></li> <li>• <i>Look at other resources for primary and secondary sources</i></li> <li>• <i>Gather resources for easy access</i></li> </ul>

	<p><i>Session 3: Look at inquiry model (Big 6) and plan for teaching</i></p> <ul style="list-style-type: none"> <li>• <i>Create forms for students to use and access (Google docs)</i></li> <li>• <i>Use TIDE model in SRSD for writing</i></li> <li>• <i>Decide what specialists (Library Media, Art, Music, Health, Phys. Ed.) can do to enhance the unit</i></li> <li>• <i>Schedule time in the Library Learning Commons and computer lab for research and final project development</i></li> </ul>
<p><b>Standards Alignment</b></p>	<p>CCSS: CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS: CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS: CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS: CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>AASL: 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>AASL: 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>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.</p> <p>AASL: 1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>AASL: 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><b>Timeline for Implementation</b></p>	<p><i>November, 2014. My hope is that when the unit begins in February of 2015 that the teachers have changed their teaching goals for student learning for the Civil Rights unit.</i></p>