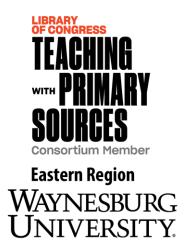
Cumberland, Maryland: Exploration, Encounter, Exchange

PD Plan

Created by
Grace Leatherman
Waynesburg University
April 2015



Name: Grace Leatherman

School or Institution: Maryland Humanities Council

Title of Activity	Cumberland, Maryland: Exploration, Encounter, Exchange
Overview	This activity introduces teachers to resources related to Cumberland, Maryland that are available through the Library of Congress. It emphasizes the importance of railroads, and guides teachers in writing a thesis.
Essential or Investigative Question	Why was Cumberland such a successful city for 150 years?
Audience	This activity is best suited for educators of the following grade levels: • Grades 6-8 • Grades 9-12 This activity is best suited for educators of the following content area: • English as a New Language • English Language Arts • Library Media • Literacy: Reading Language Arts • Social Studies
Time Required	1 hour
Goal	Teachers will be able to interpret local primary sources, from the Library of Congress online, using Library of Congress tools. Teachers will then construct theses to describe their findings.
Standards	 Learning Forward Standards: 1a. Promote, support and model creative and innovative thinking and inventiveness. 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
Objectives	 By the end of this PD Activity, participants will be able to: Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study. Analyze a primary source using Library of Congress tools. Access teaching tools and primary sources from http://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 http://www.loc.gov/ for instructional use. Analyze primary sources in different formats. Facilitate a primary source analysis using Library of Congress tools. Demonstrate how primary sources can support at least one teaching strategy (for example-literacy, inquiry-based learning, historical thinking, etc.).

Digital Resources

Primary sources:

Title: Down the Old Potomac

Date: 1917

Creater/Author: Thomas Edison Company URL: http://www.loc.gov/item/00694119/

Title: Menu-Dinner

Date created/published: 1884 Creator/Author: Queen City Hotel

URL: http://www.loc.gov/resource/rbpe.0310300c/?sp=3

Title: Western Maryland Railway Station, 13 Canal Street, Cumberland,

Allegany County, MD

Date created/published: After 1933

Creator/Author: Historic American Building Survey

URL: http://www.loc.gov/item/md1843/

Title: Cumberland & Pennsylvania Railroad, Wills Creek Bridge

Date created/published: Compiled after 1968

Creator/Author: Historic American Engineering Reports

URL: http://www.loc.gov/resource/hhh.md0006.photos/?sp=1

Title: Kelly-Springfield Tire Plant, 701 Kelly Road, Cumberland, Allegany

County, MD

Date created/published: After 1968

Creator/Author: Historic American Engineering Report

URL: http://www.loc.gov/item/md1385/

Title: Cumberland, Maryland through the eyes of Herman J. Miller

Date created/published: 1978 Creator/Author: Dr. Henry Stegmaier

URL: http://www.whilbr.org/Image.aspx?photo=achm076s.jpg

Title: Bird's eye view of Cumberland, Maryland 1906

Date created/published: 1906

Creator/Author: Fowler, T. M

URL: http://www.loc.gov/resource/g3844c.pm002570/

Other resources:

Cumberland, Maryland, United States, Encyclopedia Britannica

URL: http://www.britannica.com/EBchecked/topic/146388/Cumberland



Classroom	Print out primary documents and document analysis tool
Materials	(www.loc.gov/teachers/usingprimarysources/guides.html). If possible, project
	www.loc.gov on screen to show the documents. Also print out copies of
	http://education.mnhs.org/historyday/sites/default/files/fw16 13a.pdf (courtesy of
	National History Day in Minnesota)).
	If possible, project <u>www.loc.gov</u> on screen to show the documents.
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Preparation	 Calculate number of teachers attending. Divide number into groups of five. Provide each group with a folder with a print out of each of the primary sources with five appropriate Library of Congress analysis tools. Also include one thesis sheet per folder.
	 Arrive early and project Library of Congress website, if possible.
	 When teachers arrive, ask them to break gather in groups of five.
Procedure	 Welcome teachers. Ask how they already use primary documents in the classroom. Have them discuss in groups.
	2. Ask what kinds of documents are easy for students to relate to (films, images, local)
	3. Show a brief clip of "Old Potomac" movie and fill out a Library of Congress Analysis tool as a large group to model the analysis process.
	4. Within each group, have each teacher select one of the sources provided and complete the analysis tool.
	5. Have teachers share out what they learned within their groups.
	6. Ask teachers to share a few things they learned with the wider class.
	7. Explain the thesis worksheet. Have each group fill one out together.
	8. Share final thesis about Cumberland with the class.
Assessment/	The analysis tools will show that teachers understand how to analyze documents, and the
Reflection	thesis paper is another tool for measuring analysis.