

# **Cumberland, Maryland: Exploration, Encounter, Exchange**

**PD Plan**

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April 2015



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Title of Activity	<i>Cumberland, Maryland: Exploration, Encounter, Exchange</i>
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	<i>Why was Cumberland such a successful city for 150 years?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> <li>• <i>Grades 6-8</i></li> <li>• <i>Grades 9-12</i></li> </ul> <p>This activity is best suited for educators of the following content area:</p> <ul style="list-style-type: none"> <li>• <i>English as a New Language</i></li> <li>• <i>English Language Arts</i></li> <li>• <i>Library Media</i></li> <li>• <i>Literacy: Reading Language Arts</i></li> <li>• <i>Social Studies</i></li> </ul>
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	<p>Learning Forward Standards:</p> <ul style="list-style-type: none"> <li>• 1a. Promote, support and model creative and innovative thinking and inventiveness.</li> <li>• 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</li> </ul>
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from <a href="http://loc.gov/teachers/">http://loc.gov/teachers/</a>.</li> <li>• Identify key considerations for selecting primary sources for instructional use (for example-student needs and interests, teaching s, etc.).</li> <li>• Access primary sources and teaching resources from <a href="http://www.loc.gov/">http://www.loc.gov/</a> for instructional use.</li> <li>• Analyze primary sources in different formats.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (for example-literacy, inquiry-based learning, historical thinking, etc.).</li> </ul>

Digital  
Resources

## Primary sources:

Title: Down the Old Potomac  
Date: 1917  
Creator/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 Materials	<p>Print out primary documents and document analysis tool (<a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">www.loc.gov/teachers/usingprimarysources/guides.html</a>). If possible, project <a href="http://www.loc.gov">www.loc.gov</a> on screen to show the documents. Also print out copies of <a href="http://education.mnhs.org/historyday/sites/default/files/fw16_13a.pdf">http://education.mnhs.org/historyday/sites/default/files/fw16_13a.pdf</a> (courtesy of National History Day in Minnesota)). If possible, project <a href="http://www.loc.gov">www.loc.gov</a> on screen to show the documents.</p>
Preparation	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Arrive early and project Library of Congress website, if possible.</li> <li>• When teachers arrive, ask them to break gather in groups of five.</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. <i>Welcome teachers. Ask how they already use primary documents in the classroom. Have them discuss in groups.</i></li> <li>2. <i>Ask what kinds of documents are easy for students to relate to (films, images, local)</i></li> <li>3. <i>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.</i></li> <li>4. <i>Within each group, have each teacher select one of the sources provided and complete the analysis tool.</i></li> <li>5. <i>Have teachers share out what they learned within their groups.</i></li> <li>6. <i>Ask teachers to share a few things they learned with the wider class.</i></li> <li>7. <i>Explain the thesis worksheet. Have each group fill one out together.</i></li> <li>8. <i>Share final thesis about Cumberland with the class.</i></li> </ol>
Assessment/ Reflection	<p>The analysis tools will show that teachers understand how to analyze documents, and the thesis paper is another tool for measuring analysis.</p>