

## Teaching with Primary Sources Professional Development Plan

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Projected Date for Implementation: **Summer 2016**

<b>Title of Activity</b>	Days of Future Past: Making Cross-Curricular Connections with Primary Sources
<b>Overview</b>	<p>This workshop is designed to introduce participants to the extensive resources available through the Library of Congress website and “Teacher Resources” section, specifically. Participants will have the opportunity to engage in activities that are designed to bring back to the classroom for use in their respective disciplines/grade levels. Resources used will serve as snapshots of the wealth of visual and textual artifacts available for use in the classroom. LOC digital primary sources are presented as tools to promote active learning and high-level student inquiry and investigation. Participants will explore how using primary sources can enrich curricular instruction and help 21<sup>st</sup> century learners gain a deep understanding of the connections between the past, present and future.</p>
<b>Essential or Investigative Question</b>	How can Primary Sources be used to augment existing curricula and profoundly change the way students engage in the inquiry process and connect the past with the present and future?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b></p> <ul style="list-style-type: none"><li>● Grades 6-8</li><li>● Grades 9-12</li></ul> <p><b>This activity is best suited for educators of the following content areas</b></p> <ul style="list-style-type: none"><li>● Art</li><li>● English as a Learned Language</li><li>● English Language Arts</li><li>● Health</li><li>● Library Media</li><li>● Literacy: Reading Language Arts</li><li>● Music</li><li>● Physical Education</li></ul>



- Environmental Science
- Social Studies

Special Note: the very nature of the lesson allows for changes/modifications of primary source sets to accommodate teachers of all disciplines and grade levels.

**Time Required** This lesson is designed for a **3-hour inservice** (scaffolded to accommodate 2-3 short bathroom/snack breaks).

**Goal** Participants will understand and appreciate the value of the Library of Congress website and the wealth of teacher resources for their respective practices. Participants will use the shared inquiry process to access vital primary source materials and extend their learning/knowledge for direct use in the classroom.

**Objectives** As a result of this PD workshop, participants will:

- Explore primary sources and teaching materials designed to promote student inquiry and critical-thinking skills.
- Investigate primary source sets found in <http://www.loc.gov/teachers/classroommaterials/lessons/>
- Connect the value of primary sources to their own respective teaching discipline.
- Engage in best practice-designed activities that could directly transfer to classroom use.
- Create a design plan of implementation for their own classroom practice.
- Identify how primary sources could be integrated into areas of existing curricula

**Digital Resources** The primary sources, handouts, documents, and web sites that will be used for parts of this lesson will be procured from the following **Build and Deliver** Modules:

**Overview to [www.loc.gov](http://www.loc.gov)**

After exploring the main components of [www.loc.gov](http://www.loc.gov), participants will learn how to begin a search for primary sources in the American Memory collections, and then look closely at materials designed for teachers and students. Teachers can also use the digital archives to investigate the theme source sets in “Lesson Plan” section.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Overview-to-www-loc-gov.pdf>

**Connecting with Primary Sources**

Participants select a primary source, study it and find other participant(s) with a related item. The pairs/groups discuss and report how items relate. Activity makes



an excellent icebreaker.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Connecting-with-Primary-Sources.pdf>

### **Leaving Evidence of Our Lives**

Most people produce a variety of primary sources daily. Participants will consider what primary sources they have left behind over the previous 24 hours, and how such items may be interpreted in the future.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf>

### **Primary Sources and Inquiry**

After participating in a model inquiry activity using a primary source, participants independently practice documenting their own inquiry learning while using primary sources. The group will discuss ways to create inquiry activities with primary sources.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Primary-Sources-and-Inquiry.pdf>

#### **Classroom Materials**

- Large Post-it Paper Pads for group processing
- Teacher-issued Chromebooks
- Library instructional area
- Projector and remote clicker for Google Presentation: What is a Primary Source?
- Build-and-Deliver Module Resources (most if not all resources will be used from lessons)
- Wireless Network Access

#### **Preparation**

1. Consider sending participants a pre-class Google Form survey to gauge interest and experience (pre-assessment)
2. Reread the LOC modules for understanding and application purpose.
3. Print out the images/texts/resources from the source modules being used during workshop.
4. Ensure that all participants come with district-issued laptop to session.
5. Google Presentation for use during “defining” stage of workshop.

#### **Procedure**

Methods and Instructional Strategies:

**Before:**



1. Introduction: Mind-Walk Activity (30 min): from “Leaving Evidence...”
  - a. Participants are prompted to list artifacts they might find in their “pockets” from the past 24 hours that serve as evidence of their daily lives.
  - b. Participants complete Mind-Walk Organizer individually, thoroughly answering all questions as prompted.
  - c. Participants turn-to-talk to their neighbor about what they found.
  - d. Whole-group debrief and segway into primary source lesson.

**During:**

1. Defining Lesson: What is a Primary Source? (15 min)
  - a. Instructor(s) elicit responses from participants about what defines a “Primary Source. (Responses recorded on pad paper). (2-3 min)
  - b. Instructor(s) present Google Slide presentation about “Primary Sources.” (5-7 min)
  - c. Refer back to Introductory activity and make connections. “From your artifact list, what would serve as a primary source for future historians/ biographers/ researchers?”
2. Activity: **Analyzing Primary Sources**
  - a. Participants are introduced to a collection of themed primary source sets from the Library of Congress. (Sets are demarcated with colored dots on back)
  - b. Instructors model the activity.
  - c. Items are spread on floor for participants to browse.
  - d. Participants select one item that appeals to them and take it back to their seats.
  - e. Ask participants to look at what they have selected and consider what themes or historical time period the item represents or fits.
  - f. Ask participants to get up and move around the room, comparing their item with others’ and looking for other items of a similar theme or time period. Participants should form groups based on the common theme or time period of their primary sources.



- g. If anybody appears “lost,” ask the groups to listen to that person describe his or her item. Groups can invite this person to join them, briefly explaining their rationale for why the item fits with their group.
  - h. Participants check to ensure they are grouped correctly (look on back for colored dot)
  - i. Once all groups are formed, ask them to create a title for their group: The Great Depression, Founding Documents...etc.
  - j. Instructors will introduce the Primary Source Analysis Tool and model expectations.
  - k. Participants will work to complete the Primary Source Analysis Tool for their selected artifact individually.
  - l. T2T: Participants will then share their analysis with their group about their select image and reflect on commonalities (✓) and differences (+), which participants will add to sheet.
  - m. Participants will then be asked to synthesize their findings and then complete the “Further Investigation” section of the organizer for their respective image. Participants will have the opportunity to research answers to their questions by using the LOC website, as well as other general web sources.
  - n. T2T: Participants will share additional findings with their group members and then select ONE image from the theme set to share with the whole class. All members will be responsible for sharing one piece from the Analysis Tool.
  - o. Whole Group Debriefing: Reflection Question> What did you learn about your select theme/subject as a result of examining these primary sources? (The Nugget)
3. Transitional Activity: Inquiry Learning
- a. Participants will engage in close-reading materials about the inquiry process and how it promotes critical-thinking skills and supports Common Core/State Standards. Reading materials can be found in the “Primary Source and Inquiry” Module (focus reading: “Inquiry:



Inquiring Minds Want to Know” by Barbara Stripling). Additional reading options: “Primary Sources: At the Heart of the Common Core State Standards” By Rich Cairn and “Thinking Like a Historian” (Sam Wineburg, Stanford University)

[http://www.loc.gov/teachers/tps/journal/common\\_core/article.html](http://www.loc.gov/teachers/tps/journal/common_core/article.html)

- b. Each group will be assigned a section of the reading and then be asked to report out in a jigsaw-type manner to ensure that all groups present key elements of reading. Whole-Group Debriefing on Board.
- c. What is the important concept to be learned and applied to our own practice?

4. Introduction to the **LOC.gov**. After exploring the main components of [www.loc.gov](http://www.loc.gov), participants will learn how to begin a search for primary sources in the American Memory collections, and then look closely at materials designed for teachers and students in the “Teacher Resources” section of the website.

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Overview-to-www-loc-gov.pdf>

5. Participants are then afforded workshop time to find one primary source/set that could be integrated into their curriculum and/or content area and then relay information back to instructor via exit ticket/posting to “Padlet” digital corkboard. Participants will be given exploratory time within the [loc.gov](http://www.loc.gov) site and encouraged to use the self-guided tutorial module “Finding Primary Sources” as a means to become familiar with the website and its navigation possibilities:

<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/finding.html>

#### Assessment/ Reflection

Students will be assessed according to the following:

1. Instructor observation of teacher groups in action.
2. Quality and completion of Primary Source Analysis Tool
3. Quality and completion of exit ticket
4. Participation in workshop discussion
5. Teacher Survey on Efficacy of lesson

