

TPS Professional Development Activity Template
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Projected Date for Implementation: August 23, 2017 & Fall 2017-Fall 2018

Title of Activity	Developing Inquiry-based Lessons with Digital Primary Sources
Overview	Because of the interconnectedness of today's world, students must demonstrate mastery in historical literacy skills such as the ability to think critically about information, and evaluate sources in order to become responsible and engaged citizens. <i>Developing Historians: Using Primary Sources to Create Inquiry-Based Lessons</i> will support social studies teachers, technology integrators, and library media specialists to help students do exactly that. Using the Library of Congress, educators will explore the robust Teaching With Primary Sources database to design inquiry-based lessons to create authentic and student centered learning experiences for their students.
Essential or Investigative Question	How can teachers utilize primary sources from the Library of Congress to develop inquiry-based lessons that support historical literacy?
Audience	<p>This activity is best suited for educators of the following grades:</p> <ul style="list-style-type: none"> • <i>Grades 6-12</i> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • <i>Social Studies/ Social Sciences</i> • <i>Technology Integrators</i> • <i>Library Media Specialists</i>

Time Required	The first professional development will run about 1 hour, with opportunity to follow-up sessions and discussions.
Goal	Participants will use primary sources from the Library to create inquiry-based lessons that promote historical literacy.
Standards	Learning Forward Standard: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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. • Access primary sources and teaching resources from loc.gov for instructional use. • 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	<ul style="list-style-type: none"> • Primary sources from loc.gov: <ul style="list-style-type: none"> ○ <i>Title:</i> Daily Inspection of Teeth and Nails ○ <i>Date created/published:</i> 1917 ○ <i>Creator/Author:</i> Lewis Hine ○ <i>URL:</i> http://www.loc.gov/pictures/item/ncl2004004981/PP/ ○ <i>Title:</i> A young chauffeur. ○ <i>Date created/published:</i> 1917 ○ <i>Creator/Author</i> Lewis Hine ○ <i>URL:</i> http://www.loc.gov/pictures/item/ncl2004004856/PP/ • Other resources: <ul style="list-style-type: none"> ○ <i>PowerPoint slideshow with questions, photos, and directions</i> ○ <i>Primary Source Analysis Tool</i> ○ <i>Inquiry Deconstruction Tool</i>
Classroom Materials	<ul style="list-style-type: none"> • <i>List any necessary classroom materials or equipment here. (e.g. flip chart, projector, etc.)</i> <ul style="list-style-type: none"> ○ Projector ○ Laptop ○ Copies of Primary Source Analysis Tool ○ Copies of Inquiry Deconstruction Tool

Preparation	<ul style="list-style-type: none"> • Print copies of The Young Chauffer and the Inquiry Deconstruction Tool. • Create PowerPoint
Procedure	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> • Ask participants to visualize a classroom that utilizes inquiry based learning. Have participants share their words on a graffiti wall, or using a digital tool such as Mentimeter. 2. Photo Analysis <ul style="list-style-type: none"> • Use the four-corner photo activity to introduce the photo “Daily Inspection of Teeth and Nails.” Have participants take note of what they observe in each of the four corners using the Primary Source Analysis Tool. • Ask participants to conduct a think-pair-share to discuss what they observed and what questions they have about the photo. 3. Intro to Inquiry <ul style="list-style-type: none"> • Using the PowerPoint, discuss the inquiry process to participants. 4. Inquiry Deconstruction. <ul style="list-style-type: none"> • Project the Daily Inspection of Teeth and Nails photograph. Together complete the inquiry deconstruction tool modeling the inquiry process. • Distribute copies of The Young Chauffeur and have participants work in small groups to complete the first three stages in the inquiry deconstruction process. Then share the bibliographic information for the photo and ask them to complete the remaining stages. • Have small groups share their inquiry process with the whole group. 6. Closure (10 minutes) <ul style="list-style-type: none"> • Have participants search for a primary source they can use with their students. • Ask them to reflect on how they can use or adapt this process with their students. • Ask them to reflect on the role of the teacher in the inquiry process.
Assessment/Reflection	<p>Participants will answer the following questions on a slip of paper, to be submitted at the end of the professional development session</p> <ol style="list-style-type: none"> 1. Which primary source did you select to use with students to support inquiry in your classroom? 2. What is one thing you will do in your classroom to promote inquiry? 3. What is one question that you still have about teaching with primary sources or the Library of Congress?