

Name: Edward Dorgan

Institution: Regional School District #10, Burlington, CT

Projected Date for Implementation: April & May 2015

Title of Activity	<i>Discovering Primary Sources, Websites of Primary Source Documents, and the Teaching Modules from the Library of Congress</i>
Overview	This PD lesson will focus on having secondary social studies teachers discover the variety of primary sources and instructional resources at the Library of Congress web site.
Essential or Investigative Question	What resources can you find from the Library of Congress [teaching modules] that can support your curriculum units?
Audience	<p>This activity is best suited for educators of the following grade level:</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • <i>Social Studies (U.S. History and American Government /Civics)</i>
Time Required	<ul style="list-style-type: none"> • One department meeting (1 hour duration) / with 2-4 follow-up sessions to practice the skill of research and allow department members to report back on their findings.
Goal	<ul style="list-style-type: none"> • Participants will develop inquiry skills – by discovering appropriate primary sources from the Library of Congress website for the courses they teach [i.e., U.S. History, World Regional Studies, and American Government].
Standards	<ul style="list-style-type: none"> • <u>21st Century Learner Standard</u> - Inquiry skill: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. • <u>ISTE Standards for Teachers</u>: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face & virtual environments.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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 a set of related primary sources <i>in order to identify multiple perspectives</i>. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (e.g.,



	<p>literacy, inquiry-based learning, historical thinking, etc.).</p> <ul style="list-style-type: none"> • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Supporting Inquiry with Primary Sources http://www.loc.gov/teachers/professionaldevelopment/selfdirected/inquiry.html</p> <p>Editorial Cartoons [online at the Library of Congress] http://www.loc.gov/search?new=true&q=Editorial+cartoons</p> <p>American History http://www.loc.gov/topics/americanhistory.php</p> <p>World History & Cultures http://www.loc.gov/topics/worldhistory.php</p> <p>World History – references from outside the Library of Congress http://www.loc.gov/teachers/additionalresources/relatedresources/world/teach.html</p>
Classroom Materials	<ul style="list-style-type: none"> • Use LCD projector and computer • Laptops or computer lab • Course standards [based on CT Social Studies Frameworks] • Library of Congress “How to use Primary Sources” lessons sheets • PD evaluation form
Preparation	<ul style="list-style-type: none"> • Reserve computer lab at the school library [for the April department meeting date]. • Type an agenda / objectives for the PD meeting. • Ask department members to prepare to share 2 web sites of primary sources [related to their curriculum]. • Type a PD evaluation sheet.
Procedure	<ul style="list-style-type: none"> • Begin activity a review of the value of using primary source documents – using the Library of Congress ‘Why Use Primary Sources?’ article. • Next, present the quick study guide – “How to use primary sources” - with some discussion on the points made in the article. • Have everyone go to the Library of Congress home page [online] and share educational modules, primary source sites, etc. • Have participants investigate the sites listed under the digital resources. • Have everyone share their favorite primary source sites / resources. • Have participants complete the PD evaluation form.
Assessment/ Reflection	<ul style="list-style-type: none"> • The learner [department member] will complete a PD evaluation form at the conclusion of the workshop. • Department members will provide information on the primary source materials / what they found through the Library of Congress site used by their students.





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| | <ul style="list-style-type: none">• Teachers will reflect through their final / end-of-year meeting how the use of Primary sources [from the Library of Congress] has impacted student learning and how it ties into their course standards [base on the Connecticut Social Studies Framework. |
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