

**TPS Professional Development Activity Plan**
**Name: Shawn Weisser**
**School or Institution: Surry Elementary School**
**Projected Date for Implementation: August 2016**

<b>Title of Activity</b>	<i>Easy, Peasy Lesson Plans &amp; Your School Library</i>
<b>Overview</b>	Use the LOC state aligned lessons and kits to supplement your classroom lessons. Collaborate with your school librarian who can provide support for the lessons and co-teach in the library.
<b>Essential or Investigative Question</b>	How can we see the past and present through words?
<b>Audience</b>	<p>This activity is best suited for educators of the following grade levels</p> <ul style="list-style-type: none"> <li>• Grades K-2 (Focus on Virginia SOL 1.1)</li> <li>• Grades 3-4 - PD may be modified to be used with any grade level PK-4, pick appropriate VA SOL and materials</li> </ul> <p>This activity is best suited for educators of the following content areas</p> <ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Library Media</li> <li>• Literacy: Reading Language Arts</li> <li>• Music</li> <li>• Social Studies</li> </ul>
<b>Time Required</b>	Three to four 45-60 minute sessions during planning periods
<b>Goal</b>	Introduce the Library of Congress Teacher web site. Focus on one particular Virginia Standard of Learning to demonstrate. Educators will learn to navigate the web site, understand how primary sources can be easily added to a lesson, and develop basic technology skills to create plans using primary sources to pair with books found in our local library.
<b>Standards</b>	<p>The following Professional Development/Learning Standards can be linked with the STREAM VTM Activity:</p> <p><b>21st Century Learner Standards</b> <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a></p> <ol style="list-style-type: none"> <li>1) Inquire, think critically, and gain knowledge.</li> <li>2) Pursue personal and aesthetic growth.</li> </ol> <p><b>ISTE Standards for Teachers</b> <a href="http://www.iste.org/standards/standards-for-teachers">http://www.iste.org/standards/standards-for-teachers</a> Design and develop digital age learning experiences and assessments.</p>



<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"><li>• Describe examples of the benefits of teaching with primary sources.</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">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://loc.gov">loc.gov</a> for instructional use.</li><li>• Analyze primary sources in different formats.</li><li>• Analyze a set of related primary sources in order to identify multiple perspectives.</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 (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li><li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li></ul>
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<b>Digital Resources</b>	<p>Primary sources:</p> <ul style="list-style-type: none"> <li>• Found Poetry: Retelling History Through Poetry:           <ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/</a> <ul style="list-style-type: none"> <li>○ When Johnny Comes Marching Home. 1868. [Gilmore, Patrick Sarsfield] composer</li> </ul> </li> <li>• E. Berliner's Gramophone</li> <li>• Terrill, John performer</li> <li>• <a href="http://www.loc.gov/item/ihas.100010447">http://www.loc.gov/item/ihas.100010447</a></li> <li>• Other primary sources as needed</li> </ul> </li> </ul> <p>Other resources:</p> <ul style="list-style-type: none"> <li>• Book Backdrops Build and Deliver Module</li> </ul> <p><a href="http://loc.gov/teachers/professionaldevelopment/tpsdirect/#bookBackdrops">http://loc.gov/teachers/professionaldevelopment/tpsdirect/#bookBackdrops</a></p> <ul style="list-style-type: none"> <li>• Library books that focus on American history as related to VA Standard SS 1.1</li> <li>• When Johnny Comes Marching Home: A Song about a Soldier's Return</li> <li>• 2003</li> <li>• Marsha Qualey, Joanna Johnson, P. S. Gilmore</li> </ul> <p>Classroom Materials:</p> <p>Keeping Track of Primary Sources (wiki, Google Docs, Sheets, or other digital tool)</p> <p>Creating Book Backdrops Using the Inquiry Method</p> <p>Political chart. Presidential campaign, 1860</p> <p>President--Abraham Lincoln Vice-President--Hannibal Hamlin</p> <p>For president, Abra[ha]m Lincoln. For vice president, Hannibal Hamlin.</p> <p>Lincoln Quick Step</p> <p>Abraham Lincoln - Hannibal Hamlin</p> <p>Roderick M. Cole. Abraham Lincoln. Albumen print, ca. 1858.</p> <p>Hesler photograph of Lincoln. Photographer: Alexander Hesler.</p> <p>Grace Bedell to Abraham Lincoln, October 15, 1860.</p> <p>Abraham Lincoln to Grace Bedell, October 19, 1860.</p> <p>Grace Bedell to J. E. Boos, May 8, 1918.</p> <p>C.S. German. Abraham Lincoln.</p> <p>3 illus.: 1. The Presidential journey - Reception of President Lincoln in New York</p> <p>Map of the rail-roads of the state of New York</p> <p>Lloyd's new political chart, 1861.</p>
<b>Classroom Materials</b>	<p>Document camera, Data projector, laptops, color printer, laminator</p>
<b>Preparation</b>	<p>Read the Book Backdrop plan</p> <ul style="list-style-type: none"> <li>• Review all materials aligned with the Found Poetry lesson</li> <li>• Create a folder in Google Drive to share documents with participants</li> <li>• Print handouts necessary for the lesson</li> <li>• Print out photos or other primary sources needed</li> <li>• Laminate all photos, sheet music, etc for attendees</li> <li>• Test all equipment</li> </ul>



	<ul style="list-style-type: none"> <li>• Have a flip chart and marker ready</li> <li>• Choose books to have ready for out-loud reading and books available for teachers to use for activities</li> <li>• Bring all items to the conference room and set up</li> <li>• Send an email to attendees as a reminder to bring devices (laptop or iPad) the morning of training</li> </ul>
<b>Procedure</b>	<p>Read book aloud to participants.</p> <ul style="list-style-type: none"> <li>• Have participants brainstorm a list of dates, people, and or events that might have primary source connections to the book.</li> <li>• Display the primary source images that were created during facilitator preparation. Have participants share their observations.</li> <li>• Have participants examine printouts of these items. Discuss how adding these primary sources to the reading process will provide multiple ways to increase student inquiry and learning.</li> <li>• Discuss strategies for integrating these items into instruction.</li> <li>• Hand out Creating Book Backdrops Using the Inquiry Method to participants.</li> </ul> <p>In small groups have participants share how some of these strategies could be used in their own instructional setting and content area.</p> <ul style="list-style-type: none"> <li>• Following the method outlined in Creating Book Backdrops Using the Inquiry Method, have participants go to <a href="http://www.loc.gov">www.loc.gov</a> to search for and record book connections for their selected book.</li> <li>• Allow enough time for participants to locate at least two or three connections for their book. Encourage them to use the Keeping Track of Primary Sources handout.</li> <li>• Have each participant share the book they selected, the kinds of primary source connections they found, and the strategies they might use with their students to explore these primary sources.</li> <li>• Have participants share their resources/Book Backdrop via Google Drive Folder</li> </ul> <p>VA SOL SS 1.1</p>
<b>Assessment/ Reflection</b>	<p>Completed “Book Backdrop” for selected book will demonstrate that the participant understands how to use a book to make connections to Library of Congress primary sources.</p>

