TPS Professional Development Activity Template

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Title of Activity	*Engaging young learners using inquiry based learning and primary sources*
Overview	*Through this activity, you will learn how to make use of relevant primary sources and how to incorporate these sources into your classroom. You will also learn how to encourage students to ask meaningful questions and focus on inquiry based learning and the stripling model of inquiry.*
Essential or Investigative Question	*How can we use historical primary sources to instill inquiry in young learners and allow them to make meaningful connections with these sources?*
Audience	**This activity is best suited for educators of the following grade levels** *(List those that are applicable):* • *Grades K-2* • *Grades 3-5* **This activity is best suited for educators of the following content areas** *(List those that are applicable):* • *Art/Music* • *Bilingual/ESL* • *English/ Language Arts* • *Social Studies/ Social Sciences* • *Technology* **This PD plan is adaptable for all content areas**

Time Required	*This activity will be a single hour and a half long session*
Goal	*Participants will:* *develop an understanding of primary sources* *learn how to incorporate primary sources into daily lessons/activities* *use inquiry based learning* *gain questioning skills/strategies*
Standards	ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers 1b Pursue professional interests by creating and actively participating in local and global learning networks. 2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. 3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
Objectives	By the end of this PD Activity, participants will be able to: • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source 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	***The following Primary sources are samples of the types of sources that can be used in this PD plan. Please adapt these sources based on the audience:* ***Primary sources from loc.gov:*** 　　o *Title:[U.S. Mail]* 　　　*Created:1926* 　　　*Author/Creator:Harris & Ewing, photographer* 　　　https://www.loc.gov/item/hec2013004265/ 　　o *Title:U.S, Mail, railroad car* 　　　*Created:Between 1909 and 1940* 　　　https://www.loc.gov/item/npc2008008523/ 　　o *Title:U.S Mail trucks, Washington, D.C.* 　　　*Created:1921 or 1922* 　　　*Author/Creator: Harris & Ewing, Photographer* 　　　https://www.loc.gov/resource/hec.41739/

	o *Title:Horses pulling U.S. Mail sled*
	Created: between 1900 and 1927
	https://www.loc.gov/item/99614288/
	
	o *Title: U.S. mail facility*
	Created: 1934
	Author/creator: Harris & Ewing, photographer
	https://www.loc.gov/item/hec2013007429/
	
	o *Title: Getting the mail at the U.S. Army chaplain school, Fort Benjamin Harrison, Indiana*
	Created: 1942 Apr.
	Author/creator: Delano, Jack, photographer
	https://www.loc.gov/item/owi2001004018/pp/
	
	• *Other resources:*
	   o *Primary source analysis tool*
	   http://www.loc.gov/teachers/primary-source-analysis-tool/
	
	   o *Stripling model of inquiry*
	   http://loc.gov/teachers/tps/quarterly/inquiry_learning/pdf/StriplingModelofIquiry.pdf
	
	   o *Build and deliver module-Understanding the Inquiry Process*
	   http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Understanding-the-Inquiry-Process.pdff

Classroom Materials	• Projector • Computer/laptop • Paper • Pens/pencils • Whiteboard • Markers • Printed out primary resources • Copies of inquiry tools • Copy of build and deliver module for your reference

Preparation	1. Familiarize yourself with the stripling module of inquiry 2. Read through and understand the build and deliver module: Understanding the Inquiry Process 3. Obtain copies of primary source analysis tool(s) 4. Prepare to display primary source (listed above) of your choice 5. Distribute writing utensils/paper around room

Procedure	1. Display primary source (choose any from list above) on projector using the four corners method. Show one corner of the photo at a time and allow participants to examine the photo as you go, pausing after each corner to question participants about what they see or think may be happening. This will show the participants an inquiry activity they may implement in their own classrooms. Allow time for thoughts/discussion on how the activity could be altered for different age groups/subject areas if necessary.
	2. Next, facilitate a Q&A on inquiry. Ask questions such as:
	   • What does inquiry mean to you?
	   • How can the inquiry process differ from student to student?
	   • What is the importance/benefits of using inquiry based learning in the classroom?
	   • What are some ways to instill inquiry in students? Etc.
	3. Using the build and deliver module linked above review the stripling model of inquiry, displaying model on projector. Use page 1.4, #2 under "procedure" for reference.
	4. Break participants into groups. 4-5 people ideally, you may adjust size to meet the needs of your group.
	5. Distribute observe, reflect, question inquiry tool and one primary source to each group randomly.
	6. Have participants work collaboratively to complete the analysis tool using their supplied primary source.
	7. As a whole group have participants share their findings and observations of their sources and share the background of the photos they analyzed with them to see how their observations compared to the facts about the source.
	8. Reconvene as a whole group and display final primary source and inquiry deconstruction tool.
	9. Complete the source analysis as a group and discuss how the second tool relates back to the observe, reflect, question tool.
	10. Question participants once more on the inquiry process and inquiry based learning
	   • What is the teacher's role in the inquiry process?
	   • What are some ways/activities that support each stage of the inquiry process?
	   • What does inquiry look like in action/how is it used in the classroom?
	11. If time allows, brainstorm different activities and ways to use inquiry based learning in the classroom using primary sources. Have participants create a primary source-based activity in their content area that helps students engage in learning, develop critical thinking skills and construct knowledge. Discuss their ideas.

Assessment/ Reflection	Participants will complete an exit slip at the end of the PD session. Possible questions to include: 1. How will you incorporate inquiry into your classroom? 2. What primary sources or Library of congress resources might you make use of in your lessons? 3. Do you have any further questions about inquiry or the inquiry process? 4. *Why is the inquiry process so important to students and teachers alike?*