

TPS Professional Development Activity

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Title of Activity	<i>Enhancing Historical Thinking Strategies using Primary Sources</i>
Overview	<i>This activity provides participants an opportunity to explore various historical habits of mind through the topic of Jim Crow era segregation. It sheds light on the varied perspectives of African Americans from a variety of sources.</i>
Investigative Question	<i>WHAT CAN PRIMARY SOURCES TELL US ABOUT THE CONTEXT AND EXPERIENCES OF RACISM DURING THE EARLY TO MID-20th CENTURY?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</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>Art/Music</i>• <i>English/ Language Arts</i>• <i>Social Studies/ Social Sciences</i>• <i>Technology</i>• <i>Other- Library</i>
Time Required	<i>45mins to 1 hour</i>
Goal	<p><i>Learners will compare narratives and documents from different perspectives on racial inequality during the early to mid-20th century.</i></p> <p><i>Learners will analyze other documents of the period in order to further contextualize the narratives.</i></p>
Standards	<p><i>This activity models the process of inquiry and supports critical thinking in the use of primary source documents. It is therefore strongly aligned with Standards 1 and 2 of the 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards</i></p> <ul style="list-style-type: none">• 1.1.1. Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.• 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.• 1.3.2 Seek divergent perspectives during information gathering and assessment.• 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.• 2.1.4 Use technology and other information tools to analyze and organize information.



- Objectives** By the end of this PD Activity, participants will be able to:
- Analyze a primary source using Library of Congress tools.
 - Access primary sources and teaching resources from loc.gov for instructional use.
 - Analyze a set of related primary sources in order to identify multiple perspectives.
 - Demonstrate how primary sources can support inquiry-based learning and historical thinking.

Digital Resources

Primary sources from loc.gov:

[Jim Crow & Segregation Primary Source Set](#)

- Title: *The Jim Crow Car*
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>
- Title: *What a colored Man should do to vote – pamphlet*
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>
- Title: *African American children on way to PS 204*
Date created/published: 1965
Creator/Author: Dick DiMarisco
URL: <http://www.loc.gov/pictures/item/2004670162/>
- Title: *Signs of “Signs of the Times*
Date created/published: 2016
Creator/Author: Jeff Bridges
<https://blogs.loc.gov/picturethis/2016/02/signs-of-their-times-jim-crow-was-here/>

Video/Audio Archives:

- Title: *Gwendolyn Patton*
Date created/published: 2011
Creator/Author: Joseph Mosnier
URL: https://www.loc.gov/item/afc2010039_crhp0020/
Use: Narrative describes Ms. Patton’s indignation at her grandmother choosing to sit at the back of the bus after the boycotts. Segment: 46:57-48:58

From [Buffalo Soldiers – Veterans History Project](#)

- Title: *Audio Interview of A. William Perry*
Date created/published: n.d.
Creator/Author: Jerri Donohue
URL: <https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.51117/>
Use: Narrative describing discrimination experienced in Army
Segment: 18:00-20:25 (Choose the Audio – Complete Interview)
- Title: *Audio interview of Oneida Miller Stuart, Nurse*
Date created/published: n.d.
Creator/Author: Douglass Clernin
URL: <http://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.04850/>
Use Segment on her experience dealing with racist patients
Segment: 24.00 – 28:59 (Choose- Complete Interview)

Other resources:

- Newspaper - Title “Officer Recalls 2 U.S. Armies – 1 Black 1 White” Newspaper clipping, unknown source
<http://memory.loc.gov/diglib/vhp-stories/story/loc.natlib.afc2001001.54076/pageturner?ID=pm0002001>



- Classroom Materials**
- White board, markers, projector, computers for audio and video viewing, table space
 - For environment: Basket of materials (sticky notes, markers, chocolates, nuts, flowers, ice water and glasses.)
 - Analysis tools for photographs, oral histories, newspapers, and political cartoons:
<https://www.loc.gov/teachers/usingprimarysources/guides.html>
Or have the Primary Source Analysis Tool set up on computers:
<https://www.loc.gov/teachers/primary-source-analysis-tool/>
- Preparation**
- Prepare a white board with a T-chart labeled Jim Crow Laws/Experiences of Segregation
 - Prepare a listening Area with the following narratives: Gwendolyn Patton (cued to 46:57) play to https://www.loc.gov/item/afc2010039_crhp0020/
 - Have the primary source documents laid out on separate tables by genre
- Procedure**
1. Introduce the concept of historical thinking. <http://teachinghistory.org/historical-thinking-intro> What skills does historical thinking emphasize that are important in your subject area of instruction?
 2. Distribute “Signs of our Times” (images only). What do we notice? Use a sticky note to write some things down that you notice and stick them to the photographs. What prior knowledge helps us interpret what we might see here? Let’s do a quick read giving us an overview of Jim Crow. Distribute “Signs of our Times” narrative. When done reading: View the images again. Discussion about what we see now. How does more information change what we see?
 3. Using the T-Chart: Let’s brainstorm for a minute about what we know about Jim Crow and its consequences. What were some of the laws or requirements of Jim Crow segregation? How did that impact people’s lives?
 4. In order to explore how it impacted real people’s lives, let’s look a set of documents that provides more background and use some careful analysis to find evidence from these sources for how Jim Crow affected African American people. Notice we have an array of different types of sources – video, audio, newspaper, photographs, and cartoons.
 5. As you move from station to station, use the analysis tool that’s available to you (on computer or paper).
 6. If using computers, when done with your analysis, mail it to facilitator and yourselves.
 7. When done return to the “Signs of the Times” images. What else do we notice now? How do think it felt to see these signs as a person of color during Jim Crow?
- Assessment/ Reflection**
8. Teachers will email their analysis tools to the instructor.
 9. Final Discussion: What was your experience like as a learner? What did you learn that you didn’t already know? What kind of historical thinking do you think you were engaged in subconsciously? How did returning the images a second time shed light we didn’t have before? How might you use an activity like this with your students?

