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School or Institution: Mercyhurst University
Projected Date for Implementation: Fall 2017

Title of Activity	Erie Last Summer of Peace 1941
Overview	The activity involves creating a story board from different perspectives illustrating a typical day in the General Electric trailer camp just before WWII using the album containing 60 pictures taken by the Farm Security Administration.
Essential or Investigative Question	What does the daily routine look like in a General Electric trailer camp supporting the prewar effort from the various perspectives?
Audience	This activity is best suited for educators of Social Studies, <i>Grades 9-12</i>
Time Required	Two 45 minute sessions
Goal	The goal of this activity is to develop a skill of using primary documents to construct a typical day in the life of a person in the surge of industrial support of the war effort.
Standards	Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community <i>"Standards for Teachers." For Teachers. N.p., n.d. Web. 09 Mar. 2017.</i>
Objectives	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"> • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from 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 loc.gov for instructional use. • Analyze a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools.



	<ul style="list-style-type: none"> • 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	https://tpsteachersnetwork.org//tps-pd-providers-institute-pdpi/farm-security-administration-camp-1941-erie-pa
Classroom Materials	Laptops, Smartboard, Projector, PowerPoint
Preparation	<p>View the following the videos in preparation of this activity</p> <p>https://www.youtube.com/watch?v=OG4Cjg1Cp5w Learning from FSA Collection</p> <p>https://www.youtube.com/watch?v=4cuEwDSuDhw John Vachon Myself</p> <p>https://www.youtube.com/watch?v=MRZwIF5-89Y&list=PLA695D2E57CFE0317 Sights Sounds of the Farm Security Administration</p>
Procedure	<ol style="list-style-type: none"> 1. Introduction to the Farm Security Administration Show the video Learning from the FAS collection <ul style="list-style-type: none"> * Discussion of the video and General Electric, Erie PA 1941 2. Explanation of the activity: <ul style="list-style-type: none"> * Using the link to the Library of Congress select a perspective to create a story board of a typical day in the trailer park supporting the defense workers at Erie, PA 1941. * Possible roles to choose from: Worker, woman, child, delivery man, or visiting nurse. * Using PowerPoint to construct the story board of 10 - 15 slides 3. Model activity: <ul style="list-style-type: none"> * Open the link to the Library of Congress Album that contains the pictures https://tpsteachersnetwork.org//tps-pd-providers-institute-pdpi/farm-security-administration-camp-1941-erie-pa * Open the PowerPoint and label the presentation after the perspective * Select 10 – 15 pictures that best illustrate the daily routine of this person. * Develop a narrative of the story board below each picture on the PowerPoint slide. 4. Using the instructions above create story board of your person living/visiting <ul style="list-style-type: none"> * Save the final product on the share folder * Next session present your perspective to the group * Presentations and completion of reflective guides.
Assessment/ Reflection	See attached worksheet and presentation evaluation forms.

Name _____

Farm Security Administration Presentations

1. Explain in a couple sentences **why you selected this particular person**.
2. Explain in a couple sentences **what surprised** you the most about this person as you built the story board.
3. Explain in a couple sentences how **your opinion on this person changed** doing this activity.
4. Explain in a couple sentences any **problems or difficulties you experienced** with this activity.
5. Explain in a couple sentences your **reflective feedback** on this activity. Make recommendations on how to **improve this** for future sessions.

Explain in a couple of sentences which **presentations** were the best in the group and why. What was the most important bit of information you learned by listening to these presentations.

1.

2.





Name _____

Title of Presentation: _____

Record Three important bits of information from this presentation:

1.

2.

3.

Rate This Presentation

Outstanding

Good

Fair

Poor

Terrible

Explain your rating of this presentation:



Name _____

Title of Presentation: _____

Record Three important bits of information from this presentation:

1.

2.

3.

Rate This Presentation

Outstanding

Good

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Poor

Terrible

Explain your rating of this presentation:

