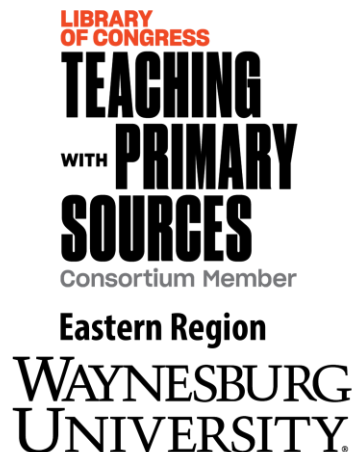


Esperanza Rising: Using Literature as a Backdrop for Inquiry-Based Learning in the Social Studies

PD Plan

Created by
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TPS Professional Development Activity**Name:** Tasha Anderson**School or Institution:** Questar III BOCES**Projected Date for Implementation:** August 22, 2017

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|---------------------------|--|
| Title of Activity | Esperanza Rising: Using Literature as a Backdrop for Inquiry-Based Learning in the Social Studies |
| Overview | This one-day session will walk educators through a simulation of an activity that could be done with students. |
| Essential Question | <i>How does where you live affect how you live?</i> |
| Audience | This activity is best suited for educators Grades 5-6 <ul style="list-style-type: none">• English/ Language Arts• Social Studies/ Social Sciences |
| Time Required | One 6 hour day exclusive of lunch and breaks |
| Goal | <ul style="list-style-type: none">• Participants will develop inquiry skills.• Participants will be able to use an ELA block to meet ELA and Social Studies Learning Standards |
| Standards | Learning Forward The Professional Learning Association <ul style="list-style-type: none">• Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.• Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards |
| Objectives | By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none">• Describe examples of the benefits of teaching with primary sources.• 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 primary sources in different formats.• Analyze a set of related primary sources in order to identify multiple perspectives.• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). |



**Digital
Resources****Primary sources from loc.gov:**

- Wounded man and insurrecto with rifle along brick wall
1911. <http://www.loc.gov/pictures/item/93514463/>
- Emiliano Zapata, full-length portrait, standing, with horse
Created by Rivera, Diego. (not after 1931)
<http://www.loc.gov/pictures/item/2007678774/>
- Bandit is Hero
Valentine Democrat. April 4, 1912.
<http://chroniclingamerica.loc.gov/lccn/sn95069780/1912-04-04/ed-1/seq-3/>
- 1904 Glorias d Mexico
Antonio Vanegas Arroyo. 1904.
Broadside, on recto, shows the bust portrait of Porfirio Díaz. The text in verse extols the social improvements under Díaz's presidency and celebrates his re-election for the eighth term. The office of the vice president was reactivated, and Díaz selected Corral for this position. On the verso there is an image of a winged figure and lovers; the text is a song titled "Love for love."
<http://www.loc.gov/pictures/item/99615821/>
- The Market, Aguascalientes
<https://www.loc.gov/item/det1994003188/pp/>
- Mexican Cotton Picker, Southern San Joaquin Valley, CA
<https://tpsteachersnetwork.org/tps-pd-providers-institute-pdpi/mexican-cotton-picker-southern-san-joaquin-valley-california>
- THE ALAMEDA, AGUASCALIENTES, MEXICO
<https://www.loc.gov/item/det1994024272/pp/>
- COTTON PICKER. SOUTHERN SAN JOAQUIN VALLEY, CALIFORNIA
<https://tpsteachersnetwork.org/tps-pd-providers-institute-pdpi/cotton-picker-southern-san-joaquin-valley-california>

Other resources:

- USDA Map of US agricultural output by state
<https://www.usda.gov/oce/weather/pubs/Other/MWCACP/Graphs/USA/vegetables12.pdf>
- California topography map
https://commons.wikimedia.org/wiki/File%3ACalifornia_Topography-MEDIUM.png

**Classroom
Materials**

- One-to-one laptop or tablet
- Projector
- Prepared list of words associated with Esperanza Rising
- Poster paper
- Markers



Preparation

- Read Esperanza Rising
- Review additional resources
- Room should be configured so participants can work in groups of 4-6.
- Ensure one-to-one technology and Wifi access are available and ready to use
- Prepare a list of Book Bits words from Esperanza Rising that can speak to the essential question.
- Set up a Google Classroom including all participants

Procedure

1. Participants will use the Book Bits Activity to generate as many questions as they can in 8 minutes about the book Esperanza Rising keeping in mind our essential question: *How does where you live affect how you live?* (Ness, 2016). Each table will then spend 3 to 5 minutes selecting their top 3 questions.
2. Each group will then gallery walk and look at the other questions and priority selections of each group. Once they return to their table the group will reflect and select a final question for investigation.

Break

3. When teachers return to the table they will have a sample of the primary sources selected to analyze. Each table will then use the Library of Congress Primary Source Analysis tool to guide their conversation.
4. After completing the primary source analysis tool, participants will discuss whether the primary source can assist them in answering the question they selected for investigation.
5. Each table will then share out a summary of their conversations and findings.

Lunch

6. Facilitator will lead an orientation activity to the Library of Congress website.
7. Following the orientation, each group will work together to identify additional resources that could be used to gain better understanding of Esperanza Rising.
8. Debrief: *What did you learn? How did you learn it?*
9. Each table will reflect on the activity and then collaborate to design a lesson plan that uses primary source document(s) that incorporate the social studies practices. Lesson plans will be developed using the Library of Congress Eastern Region lesson plan template. All lesson plans will be developed in a Google doc and associated with a Google Classroom so the facilitator can follow the progress of each team and leave feedback.

**Assessment/
Reflection**

Lessons will be assessed using the Library of Congress Eastern Region lesson plan rubric.

Reference: Ness, M. (2016). When Readers Ask Questions: Inquiry-Based Reading Instruction. *The Reading Teacher*, 70(2), 189-196. doi:10.1002/trtr.1492

