# TPS Professional Development Activity Template

*Please submit final version in Word format so that the lesson plan can be vetted for publication.*

*TPS train-the-trainer workshops are designed to prepare classroom teachers, school librarians, and others, to coach, mentor, and/or lead professional development events with/for colleagues. Those who complete, implement their planned final project, and report back about the experience will be named TPS Coaches. This form provides an outline for planning a wide variety of such activities.*

*Note: Instructions are italicized and should be removed before publication.*

**Name:** Samantha Hunter
**School or Institution:** Rhode Island Historical Society
**Projected Date for Implementation:** February 2019

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| **Title of Activity** | **Exploring the African American Civil Rights Movement in America Through Primary Sources** |
| **Overview** | In this workshop, participants will work individually and in groups to critically analyze different types of primary sources and discuss how those sources can encourage new ways of teaching about the African American Civil Rights Movement in America, particularly how to help students understand that this movement started long before the 1960s and continues to today. |
| **Essential or Investigative Question** | How can primary sources help students to better understand and contextualize the long struggle for African American Civil Rights Movement in America? |
| **Audience** | **This activity is best suited for educators of the following grade levels** *(List those that are applicable):* <br> • *Grades 3-5* <br> • *Grades 6-8* <br> • *Grades 9-12* <br> **This activity is best suited for educators of the following content areas** *(List those that are applicable):* <br> • *Bilingual/ESL* <br> • *English/ Language Arts* <br> • *Social Studies/ Social Sciences* |

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| Time Required | 90 minutes (1 session) |
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| **Goal** | <ul><li>Become familiar with critical analysis of primary sources</li><li>Understand value of teaching with primary sources</li><li>Discuss and test best practices for teaching with primary sources</li><li>Learn about primary sources available through the Library of Congress</li></ul> |
| **Standards** | <ul><li>ISTE Standard 1b: Pursue professional interests by creating and actively participating in local and global learning networks</li><li>ISTE Standard 3b: Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency</li><li>Learning Forward Standard: Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</li><li>Learning Forward Standard: Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</li></ul> |
| **Objectives** | By the end of this PD Activity, participants will be able to: <ul><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 loc.gov/teachers.</li><li>Access primary sources and teaching resources from loc.gov for instructional use.</li><li>Analyze primary sources in different formats.</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></ul> |
| **Digital Resources** | <ul><li>***Primary sources from loc.gov:***<ul><li>Statistical Atlas of the United States, based upon the results of the eleventh census: Distribution of the Colored Population of the United States: 1890<br>1898<br>United States Census Office, Henry Gannett<br>https://www.loc.gov/resource/g3701gm.gct00010/?sp=26&r=-0.172,0.005,1.249,0.621,0</li><li>Committee on the Negro "Call" for a National Conference<br>February, 1909<br>Ray Stannard Baker<br>http://www.loc.gov/exhibits/naacp/founding-and-early-years.html#obj2</li><li>"Come, let us take counsel together!" Attend NAACP Wartime Conference for Total Peace<br>July 1944<br>Elton Fax</li></ul></li></ul> |

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http://www.loc.gov/exhibits/naacp/world-war-ii-and-the-post-war-years.html#obj6

- o At the Ballot Box, Everybody is Equal. Register and Vote: Join the NAACP Between 1970 and 1979
  NAACP
  http://www.loc.gov/exhibits/naacp/a-renewal-of-the-struggle.html#obj0

*Other resources:*
- o Teacher's Guide: Analyzing Primary Sources
  http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

- o Primary Source Analysis Tool
  http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

- o Library of Congress Teacher's Page: Themed Resources
  http://www.loc.gov/teachers/classroommaterials/themes/

- o The Civil Rights Act of 1964: A Long Struggle for Freedom
  https://www.loc.gov/exhibits/civil-rights-act/

- o Teaching the Movement Frameworks
  https://www.tolerance.org/frameworks/the-march-continues

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<td><strong>Classroom Materials</strong></td>
<td>Projector, tablet or laptop with internet access, writing utensils, printed copies of sources and worksheets</td>
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| **Preparation** | • Familiarize yourself with "other resources" to share at end of activity like the "Civil Rights Act of 1964" exhibition multimedia, the themed resources page on loc.gov/teachers, and the "Teaching the Movement" frameworks on tolerance.org<br><br>• Print 1 copy of each of the 4 primary sources<br>• Put 1 primary source on each table<br>• Have writing utensils available on the tables<br>• Print 1 evaluation form for every participant to fill out at the end<br><br>• Have PDFs of those primary sources available to pull up on your tablet/laptop<br><br>• Make copies of "analyzing primary sources" chart so that everyone has their own copy<br>• As the PD instructor, have your own copy of "teacher's guide to analyzing primary sources" available to reference when you check in with groups<br><br>• Arrange the room so that there are 4 tables (preferably circle tables) with an even amount of chairs around them to accommodate your group size |
| **Procedure** | • As participants arrive, have them sit at 1 of 4 circle tables (groups should be as even as possible)<br><br>• Once everyone has arrived, welcome them and explain that today they'll be exploring different types of primary sources but all of the sources are related to the African American Civil Rights Movement<br><br>• Explain the "analyzing primary sources" chart and model how to use it by giving examples of the types of things you might write in each box<br><br>• Have each group assess the primary source at their table together (by discussing and asking questions of one another) and<br>• Tell every *person (not group)* to fill out their "Primary Source Analysis Tool" charts as they go<br><br>• When all of the groups are finished, explain that we are going to look at all of the primary sources together as one big group<br>• Display the source analyzed by group 1 so that everyone can see. Ask the members of group 1 to share what they found and inferred from their source.<br>• Repeat the above step with the other three groups<br><br><br>• As a whole group, discuss what everyone enjoyed about examining their sources and what was difficult about examining their sources.<br>• Continue the conversation to include the questions "how did examining these primary sources make you feel about the Civil Rights Movement? Have your understanding or thoughts about it changed?"<br>• Conclude by displaying loc.gov/teachers and showing how to get to Civil Rights Themed Resources so that teachers have a starting place for their own classrooms. |

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| | • Showcase other resources like "The Civil Rights Act of 1964" exhibition and the multimedia within it and the "Teaching the Movement" Frameworks that the educators at the workshop can reference when they are creating their own lessons and choosing sources to use with their students |
| **Assessment/ Reflection** | Quick evaluation: https://goo.gl/forms/thFrGrbe7rE1zZ2s2 |

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