TPS Professional Development Activity Template

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Title of Activity	History as Geography: Teaching with Primary Sources and ArcGIS Online
Overview	Using child labor in Vermont as a starting point, we will consider how to find, map, and interpret primary sources available through the Library of Congress. Mapping will be accomplished with the use of ArcGIS Online.
Essential or Investigative Question	What were the geographical and social patterns of child labor in Vermont between 1909 and 1916? (Part of larger question for a multi-day institute: how can we utilize primary sources to identify and analyze the geographical patterns of American history?)
Audience	**This activity is best suited for educators of the following grade levels**: • *Grades 5-12* **This activity is best suited for educators of the following content areas**: • *Social Studies/ Social Sciences* • *History* • *Geography* • *Technology* *Note that prior experience with ArcGIS Online and with identifying appropriate primary resources through the Library of Congress web site is assumed. This lesson is designed as part of the second day of a multi-day workshop or institute.*
Time Required	2 hours: Approximately 45 minutes of inquiry/demonstration using preexisting map (see link below), followed by 75 minutes to explore TPS and build and present a primary source-based map
Goal	Locate primary sources (image and documents) that lend themselves to mapping and geographical inquiry Create a primary-source-based map using ArcGIS Online Understand how to analyze the map and its component primary sources using Inquiry (observe, question, reflect) and Geo-Inquiry processes.
Standards	**ALA Standards**: 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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions 1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, medial, digital) in order to make inferences and gather meaning. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

	1.3.1 Respect copyright/ intellectual property rights of creators and producers.
	1.3.5 Use information technology responsibly.
	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
	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 informational tools to analyze and organize information.
	2.1.6 Use the writing process, media and visual literacy, and technology skills to create
	      products that express new understandings.
	3.1.4 Use technology and other information tools to organize and display knowledge and
	      understanding in ways that others can view, use, and assess.
	3.4.2 Assess the quality and effectiveness of the learning product.

Objectives	By the end of this PD Activity, participants will be able to: - Analyze a primary source using Library of Congress tools. - Access teaching tools and primary sources from loc.gov/teachers. - Analyze a set of related primary sources in order to identify multiple perspectives. - Facilitate a primary source analysis 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	***ArcGIS Online:*** *www.arcgis.com* ***Demonstration map:*** *Lewis Hine and Child Labor in Vermont, http://arcg.is/0Wzzeu* ***The following primary sources are linked on the demonstration map:*** 1. "Young boys working in Vermont Marble Co., Proctor, Vt. Very illiterate. Location: Proctor, Vermont." Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1910 September. Call Number: LOT 7479, v. 2, no. 1070 [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 URL: http://www.loc.gov/pictures/item/ncl2004001802/pp/ 2. "Young boy running machine in Vermont Marble Co., Centre Rutland, Vt. Location: Centre Rutland, Vermont." Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1910 September. Call Number: LOT 7483, v. 1, no. 1075 [P&P] LC-H51- 1075 Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA URL: http://www.loc.gov/pictures/item/ncl2004001807/pp/ 3. "Young doffers in North Pownal, Vt. Location: [North Pownal], Vermont." Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1910 August. Call Number: LOT 7479, v. 2, no. 1057 [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

URL: http://www.loc.gov/pictures/item/ncl2004001726/pp/

4. "6:30 A.M. Three of the young girls working in Holden-Leonard Co., Bennington, Vt. Work slack, and the force small. Location: Bennington, Vermont."
Creator(s): Hine, Lewis Wickes, 1874-1940, photographer
Date Created/Published: 1910 August.
Call Number: LOT 7479, v. 2, no. 1066 [P&P]
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
URL: http://www.loc.gov/pictures/item/ncl2004001735/pp/

5. "Group of boys working in American Woolen Mills, Winooski, Vt. Youngest 13 years. Oldest 15 years. All had been working one year or more. Most are illiterate. 27, apparently under 15 years were counted at one gate. (See also N.C.L.C. Photos #720-745, May 1909.) Location: Winooski, Vermont."
Creator(s): Hine, Lewis Wickes, 1874-1940, photographer
Date Created/Published: 1910 September.
Call Number: LOT 7479, v. 2, no. 1094 [P&P]
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
URL: http://www.loc.gov/pictures/item/ncl2004001826/pp/

6. "Young boy working for Hickok Lbr. [i.e., Lumber] Co., Burlington, Vt. Location: Burlington, Vermont."
Creator(s): Hine, Lewis Wickes, 1874-1940, photographer
Date Created/Published: 1910 September.
Call Number: LOT 7483, v. 1, no. 1096 [P&P]
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
URL: http://www.loc.gov/pictures/item/ncl2004001828/pp/

7. "Group of newsies (youngest 10 years) selling Boston papers at noon. In Barre and Montpelier newsies are excused from school a little early at noon and at night in order to get to their papers earlier. Location: Barre, Vermont"
Creator(s): Hine, Lewis Wickes, 1874-1940, photographer
Date Created/Published: 1916 December 18.
Call Number: LOT 7480, v. 3, no. 4633 [P&P]
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
URL: http://www.loc.gov/pictures/item/ncl2004004473/pp/

Classroom Materials	All participants, including the instructor, should have access to Chromebooks/iPads or a notebook computer, or this lesson should take place in a computer lab. For larger groups, the instructor should have access to a projector. Photocopies of the Primary Source Analysis Tool and GeoInquiries handout should be provided to attendees.

Preparation	**ArcGIS Online:** Prior to starting this activity, the instructor(s) must know how to create and share maps using ArcGIS Online. This activity may be done through a public account available via www.arcgis.com, but use of an organizational account is recommended to allow for more effective organization and sharing of maps produced in this exercise. Therefore, it is recommended that the instructor work with either a school-based ArcGIS organizational account or with the help of the state geographic alliance. If necessary, free organizational accounts are available through http://www.esri.com/connected and should be set up well in advance.
	Read Beforehand (instructor and participants): Esri, "Geographic Inquiry – Thinking Geographically", *http://www.esri.com/Industries/k-12/education/~/media/Files/Pdfs/industries/k-12/pdfs/geoginquiry.pdf*
	Read Beforehand (instructor): Teacher's Guides: Teaching with Primary Sources http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf and Analyzing Photographs and Prints http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf.
	Worksheets to Prepare Beforehand: Download and print out copies of the Primary Source Analysis Tool, *http://www.loc.gov/teachers/primary-source-analysis-tool/*
	Useful Resourcecs (not essential, but helpful): *The TPS Journal*, 8:1 (Spring 2016) – the issue relates to historical and geographical thinking. *http://www.loc.gov/teachers/tps/journal/integrating-historic-and-geographic-thinking/pdf/integrating-historic-and-geographic-thinking.pdf*
Procedure	Note: This lesson will be introduced during the second half of the second day of a three- to five-day workshop or institute. It draws upon previous work with ArcGIS Online, and assumes that learners understand how to maneuver around a map and create and share maps and create mapping layers. Also, learners will have worked together to explore the resources of the Library of Congress in a previous lesson.
	Step 1. Learners will be divided into groups. If possible, the participants will be divided into four groups of between three and four people per group. If fewer than 12 learners are present, the number of groups will be reduced accordingly.
	Step 2. Learners will turn on computers and be directed to a pre-made ArcGIS Online map at http://arcg.is/0Wzzeu (Lewis Hine and Child Labor in Vermont.)
	Step 3. The instructor will hand out copies of the Primary Source Analysis Tool.
	Step 4. The instructor will explain that the map represents locations at which Lewis Hine collected photographs of child labor in Vermont between 1909 and 1916. Each group will be

assigned two points on the map, and will be asked to click on each point. (Two groups may end up having to "share" one point with each other.) Clicking on a point reveals a photograph that has been linked to that point from the Library of Congress web site. Clicking on the photograph will enlarge it.

Step 5. Using the Primary Source Analysis Tool, each group will work as a unit to analyze and discuss the photograph's historical and social significance. (All photographs relate to child labor in Vermont between 1909 and 1916.)

Step 6. Each group will report their findings back to the larger group.

Step 7. As a larger group, with prompting from the instructor, participants will consider the geographic distribution of the eight points on the map, as well as the overall content of those photographs (relating to child labor in Vermont).

Step 8. Using ArcGIS Online skills developed in a previous session, as well as understanding of the Library of Congress' resources (also developed in a previous session), participants will be asked to create a simple map on a subject of their own choosing. They will be given about 45 minutes to produce the map on their own (they may work with others provided they produce their own individualized final product), and the instructor will walk around the room answering questions. Maps must incorporate at least three LOC resources.

Step 9. Participants will save, share, and explain maps (the instructor will project them on screen), and the group will discuss them and make positive suggestions to the authors. (30 minutes)

Step 10. In writing, participants will reflect on the effectiveness of their use of primary sources from the Library of Congress, the inquiry process, and how the mapping of primary sources might augment student understandings of those sources, and of history in general. Written reflections are due at the start of the third day of the workshop/institute.

Assessment/ Reflection	1. Learners will work in groups and demonstrate their ability to analyze primary sources using the Primary Source Analysis Tool. 2. Learners will create their own map using a minimum of three primary sources 3. In groups, learners will critique each other's projects 4. In writing (post-workshop), the learner will produce a written reflection of how they might use their map as part of a lesson that is appropriate for a particular grade level. *5.* In a week-long institute or as part of a graduate seminar, a more in-depth final project will be created as part of a lesson or unit plan. This lesson would be field-tested, and the learner will include reflect on that classroom experience in writing (with the reflection to be handed in to the instructor at a later date).