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Institution: Madison County

Projected Date for Implementation: Summer 2015

Title of Activity	<i>How a Federal Law can have a Trickle Down Impact on Local Communities</i>
Overview	This class will show how a government law meant for the better can impact in negative ways. It will utilize local agriculture records prior and after to show the impact.
Essential or Investigative Question	How did the passing of the Volstead Act (Prohibition) impact local communities who relied on agriculture tied to the alcohol it was prohibiting?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 6-8 • Grades 9-12 <p>This activity is best suited for educators of the following content area:</p> <ul style="list-style-type: none"> • Economics • English Language Arts • General • Library Media • Literacy: Reading Language Arts • Science • Social Studies
Time Required	<ul style="list-style-type: none"> • This program should be able to be taught to teachers in roughly 60-90 minutes.
Goal	In this class, attendees will learn about the availability of primary source documents that are available at a number of different sites, how to incorporate multiple different sources to give different perspectives to the event. By doing this, attendees will have a better understanding of how to utilize primary sources, where to find primary sources, and how to utilize local sources in national lesson plans.
Standards	<p>Your PD Activity should reference one or more professional development standard from AASL, ISTE, or Learning Forward (formerly NSDC), as appropriate for your audience.</p> <p>1.) Promote and model digital citizenship and responsibility</p> <ul style="list-style-type: none"> • By utilizing local documents from the Library of Congress, teachers can utilize primary source documents in their lesson plans that help give students pride in their local community, help them understand why their local community is important, and promote good citizenship while also learning to utilize resources that would not be otherwise available to them. <p>2.) Facilitate and inspire student learning and creativity</p> <ul style="list-style-type: none"> • By utilizing sources from multiple places, the attendees will be able to show students the options that are at their fingertips both locally and throughout the world. Attendees will learn how to incorporate different records into a broader plan to show



	both sides of a story. These broader plans will push for varying opinions creating dialogues and pushing the creative process.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study. • Describe examples of the benefits of teaching with primary sources. • Identify key considerations for selecting primary sources for instructional use. • Analyze primary sources in different formats. • Analyze a set of related primary sources in order to identify multiple perspectives.
Digital Resources	<ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ New York Agricultural Census Records 1835-1925 ○ 1844 Gazetteer ○ Madison County, NY Fruit Juice Permit Records ○ Madison County Court Records (Hops) • Secondary Sources: <ul style="list-style-type: none"> ○ The Hop; its culture and cure, marketing and manufacture; a practical handbook... ○ Prohibition: A Case Study of Progressive Reform
Classroom Materials	Laptop, projector and screen to put documents on large screen, whiteboard/chalkboard/easel to write ideas on, small groups of tables or desks, writing utensils, scrap paper
Preparation	<ul style="list-style-type: none"> • Attendees will have to be familiar with the primary source documents • Projector, laptop screen setup • Room arranged in small groups for activities • Having a whiteboard, chalkboard or easel ready to jot down ideas
Procedure	<ol style="list-style-type: none"> 1.) Introduce documents to teachers. <ul style="list-style-type: none"> • Teachers should have prior familiarity, but we will let the teachers explain why they were created, who created them, what they were used for and how they are part of today's activity. 2.) Each group will get a selection of documents but not all answer the question posed. 3.) Have the attendees look at the documents and explain what the government intended to do, and what it actually did to the local community. 4.) Each group will present their answers to the primary question. 5.) All attendees will look at the all of the documents and then see if it changes their answer to the primary question in anyway. 6.) Have the attendees list other documents that could be beneficial to this lesson.
Assessment/ Reflection	As part of our program, attendees will be asked to explain what about this class was useful and not, what could be improved, and what documents they felt might make the plan easier to understand better overall. This will be submitted upon completion and utilized to make the program better.

