



## TPS Professional Development Activity

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Projected Date for Implementation: Fall 2018

### How to Teach with Primary Sources in the Elementary Grades

<b>Overview</b>	Learn how to navigate the Library of Congress Teachers website to find relevant and compelling primary sources to complement your standards-based lessons.
<b>Investigative Question</b>	<i>How can teaching with primary sources help students understand content within historical context?</i>
<b>Audience</b>	<b>This activity is best suited for educators of the following grade</b> <ul style="list-style-type: none"><li>● <i>Grades K-2</i></li><li>● <i>Grades 3-5</i></li></ul> <b>This activity is best suited for educators of the following content areas</b> <ul style="list-style-type: none"><li>● <i>Art/Music</i></li><li>● <i>Bilingual/ESL</i></li><li>● <i>English/ Language Arts</i></li><li>● <i>Social Studies/ Social Sciences</i></li><li>● <i>Technology</i></li></ul>
<b>Time</b>	<i>2 hours</i>
<b>Goal</b>	<i>Teachers will learn how to access primary sources on the Library of Congress website and the resources available on the Teachers page.</i>
<b>Standards</b>	<i>ISTE Standards for Teachers</i> Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. 1-a. Educators set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
<b>Objectives</b>	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"><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 <a href="http://loc.gov/teachers">loc.gov/teachers</a>.</li><li>● Access primary sources and teaching resources from <a href="http://loc.gov">loc.gov</a> for instructional use.</li></ul>
<b>Digital Resources</b>	<b><i>Primary sources from loc.gov:</i></b> <i>All Ages are Employed in Lancaster Cotton Mills, S.C. Location: Lancaster, South Carolina. December 1908. Lewis Wickes Hine. <a href="https://www.loc.gov/item/ncl2004001272/pp/">https://www.loc.gov/item/ncl2004001272/pp/</a></i>

*This is where the President of the Lancaster S.C. Cotton Mills Lives. Location: Lancaster, South Carolina. November 1908. Lewis Wickes Hine.*

<https://www.loc.gov/item/ncl2004000786/pp/>

*In the Great Spinning Room-104,000 Spindles-Olympian Cotton Mills, Columbia, South Carolina. Underwood and Underwood, c. 1903. <https://www.loc.gov/item/96511502/>*

**Other resources:**

*Professional Development: Leaving Evidence of Our Lives:*

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf>

**Classroom Materials** *projector and computer for PowerPoint, handouts, chart paper and markers*

**Preparation**

- *Prepare PowerPoint for workshop.*
- *Arrange room. Project PowerPoint at front of the room. Have tables for participants.*
- *Prepare chart paper for Leaving Evidence of Our Lives activity*
- *Make copies of How to Use Primary Sources handout, photos for analysis activity, and PowerPoint for participants*

**Procedure**

1. *Introduce yourself and the goals for the workshop. Poll participants to see the grade levels and subjects they teach.*
2. *Begin Leaving Evidence of Our Lives PD activity. Follow the suggested lesson plan.*
3. *Begin the workshop presentation with an image of the LOC website and the Teachers section. Show the Classroom Materials page and click on each of the five resource types to show participants what tools are found in each.*
4. *Using the information from the Using Primary Sources section, share with participants why using primary sources is valuable.*
5. *Pass out one of the attached images to each of the tables of participants along with a copy of the Analysis Tool for Students. Instruct participants to begin with observing the image and recording on the analysis tool sheet. Then explain the reflect section, followed by the question area.*
6. *Once all groups have had time to work on the Analysis Tool, bring the group back together. Go through each image on the PowerPoint, asking groups to share what they recorded on their sheets. After all groups and all three photographs have been analyzed, ask participants to think of how these three photos could be used as a set in a classroom lesson. What other types of primary sources would provide more context to a lesson about SC cotton mills? Any other ideas?*
7. *Pass out a copy of the Analyzing Photographs and Prints Analysis page. Share with participants that this is a helpful guide to use with students. Show on the LOC page where all of the guides can be found.*
8. *Ask participants if there are further questions. Provide contact information.*

**Assessment/ Reflection**

*Participants will be informally asked if further information is needed at the end of the workshop. They will be asked to complete a reflection form to turn in before leaving.*



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