

TPS Professional Development Activity

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Projected Date for Implementation: May 2018

“I Am An American:” Learning About Primary Sources Through the Lens of Immigration

Overview	The purpose of this Professional Development is to inform teachers how easy it can be to integrate primary sources into their lessons. Teachers will be exposed to 2-3 activities that integrate primary sources and increase critical thinking skills, as well as resources, searches, and citation information on the Library of Congress website. Teachers will then create a primary source activity they can use in their classroom using the resources on the LOC.
Investigative Question	How have immigrants been treated/viewed in United States history?
Audience	<p>This activity is best suited for educators of the following grade levels</p> <ul style="list-style-type: none">• <i>Grades 6-8</i>• <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas</p> <ul style="list-style-type: none">• <i>English/ Language Arts</i>• <i>Social Studies/ Social Sciences</i>• <i>History</i>
Time Required	two 60-90 minute sessions *second session can be done independently
Goals	<ol style="list-style-type: none">1. Understand the purpose of using primary sources in the classroom2. Understand the resources provided on the Library of Congress website3. Understand how to locate and cite primary sources on the Library of Congress website4. Understand how to locate lesson plans and activities on the LOC Teachers Page5. Create and teach a lesson using primary sources
Standards	<ul style="list-style-type: none">• 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards• ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers• Learning Forward The Professional Learning Association http://learningforward.org/standards#.U8amn_IdUk0• Virginia Standards of Learning http://www.doe.virginia.gov/testing/sol/standards_docs/



Objectives

By the end of this PD Activity, participants will be able to:

- 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.
- Analyze a primary source using Library of Congress tools.
- Access teaching tools and primary sources from loc.gov/teachers.
- Access primary sources and teaching resources from loc.gov for instructional use.
- 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.).

Digital Resources

Primary sources from loc.gov:

1. Title: Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at [401 - 403 Eighth] and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war
 - Date created or Published: March 1942
 - Author or Creator: Dorothea Lange, photographer
 - Collection: Miscellaneous Items in High Demand
 - Bookmark or URL: <http://www.loc.gov/pictures/item/2004665381/>
2. Title: [View of Ellis Island, N.Y., looking across water toward immigration station]
 - Date Created/Published: c1913
 - Author: George Grantham Bain
 - Collections: Bain Collection
 - Bookmark or URL: <http://www.loc.gov/pictures/item/2001704443/>
3. Title: Goodbye to old Ireland!—Passengers tender at Queenstown, going out to an ocean-liner
 - Date created or Published: c1903
 - Author or Creator: American Stereoscopic Company
 - Collection: Stereograph Cards
 - Bookmark or URL: <http://www.loc.gov/pictures/item/00651064/>
4. Title: For united America, YWCA division for foreign born women/ C. Howard Walker; Carey Print Lith. N.Y.
 - Date created or Published: 1919 Jan.
 - Author or Creator: Walker, C. Howard, artist
 - Collection: Posters: World War I Posters; Posters: Artist Posters
 - Bookmark or URL: <http://www.loc.gov/pictures/item/2003652824/>
5. Title: [Four immigrants and their belongings, on a dock, looking out over the water; view from behind]
 - Date created or Published: c1912 Oct. 30
 - Author or Creator: Not Listed
 - Collection: Posters: Miscellaneous Items in High Demand
 - Bookmark or URL: <http://www.loc.gov/pictures/item/975001668/>

6. Title: Immigration figures for 1903. (From data furnished by the Commissioner-general of immigration. Comparison of the fiscal years ending June 30, 1902 and 1903.
 - o Date created or Published: 1903
 - o Author or Creator: U.S. Commissioner- General Of Immigration
 - o Collection: Broad­sides, leaflets, and pamphlets from America and Europe
 - o Bookmark or URL: <http://hdl.loc.gov/loc.rbc/rbpe.07902500>
7. Title: The Chinese invasion/ J. Keppler
 - o Date created or Published: [published 1880]
 - o Author or Creator: Keppler, Joseph Ferdinand, 1838-1894, artist
 - o Collection: Posters: Miscellaneous Items in High Demand
 - o Bookmark or URL: <http://www.loc.gov/pictures/item/91793028/>
8. Title: Where the blame lies/ Hamilton
 - o Date created or Published: 1891, April 4
 - o Author or Creator: Hamilton, Grant E., artist
 - o Collection: N/A
 - o Bookmark or URL: <https://www.loc.gov/item/97515495/>
9. Title: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor
 - o Date created or Published: c1913
 - o Author or Creator: Not Listed
 - o Collection: Miscellaneous Items in High Demand
 - o Bookmark or URL: <http://www.loc.gov/pictures/item/97501532/>
10. Title: The Americanese Wall- as Congressman [John Lawson] Burnett would build it
 - o Date created or Published: 1916
 - o Author or Creator: Not Listed
 - o Collection: Miscellaneous Items in High Demand
 - o Bookmark or URL: <http://www.loc.gov/pictures/item/2006681433/>

Classroom Materials

- Computer
- Projector or Smartboard or Promethean Board
- Internet access
- Library of Congress Primary Source Analysis Tool
- Chart paper
- Markers or post-its and pens

Preparation

- reading of necessary background material about sources
- Primary Source Analysis Tool handouts
- preparing to display an item on screen or projector
- primary sources 2-4 (in Digital Resources) already pasted on the chart paper
- having markers or post its with pens
- room arrangement (optional)

Procedure

Session 1

1. Opening Activity: “I Am An American” photograph using the Primary Source Analysis Tool (Think, Pair, Share)
 - a. Have adult learners ‘Think’ silently and individually about the picture and fill out the Primary Source Analysis Tool for 5 minutes.
 - b. Remind adult learners they can fill out the columns in any particular order.
 - c. Then, prompt adult learners to work in pairs to reflect and question the

- photograph for 5 minutes.
- d. Lastly, have adult learners share their findings with the whole group.
 - e. Reveal the citation information (show on Promethean Board or Smartboard and note that the LOC provides all of this information).
 - f. Reflect on the photograph as a whole group; show the citation information available.
2. Reflect with the whole group about the Opening Activity:
 - a. Why do students need to have content knowledge about a photograph's topic in order to be able to interpret the photograph?
 - b. What are some ways you can support students in obtaining that knowledge?
 - c. How does this activity enhance a student's knowledge of the topic?
 - d. How does this activity enhance a student's critical thinking skills?
 3. Go to LOC Website (www.loc.gov) and review searches with the adult learners. Have adult learners follow along on their own laptops.
 - a. Review the top search bar functions on the Home Page
 - b. Review Chronicling America
 4. Then, take adult learners to the Teachers page to explore the lessons already available.
 - a. Have adult learners select a topic and lesson and explore it for 10 minutes.
 - b. Have each adult learners write down 3 things that stand out to him/her, 2 ways he/she could integrate the lesson or part of the lesson into his/her own curriculum, and 1 question he/she still has.
 5. Reflect with the whole group about the Teachers page and resources found there using the 3,2,1 activity from 4b.
 6. Closing Activity: Chart Talk using sources 2-10 listed above in "Digital Resources" (can use more or less than what is listed above depending on size of group)
 - a. Adult learners will walk around the room to the various sources posted on chart paper.
 - b. With a marker or a post it and pen, adult learners should write on the chart paper or post it (and put post it on chart paper) any observations, reflections, or questions about the source they see (about 7 minutes).
 - c. Once each adult learner has written 2 things per chart paper, he/she should sit down and reflect on the following question: How have immigrants been treated/viewed in United States history?
 - d. When all adult learners have sat down, divide them in to groups and send them to the different sources to debrief what their peers' observations, reflections, and questions were (about 5 minutes).
 - e. Have each group briefly present what they have for their source.
 - f. The PD Provider should reveal the citation information at the end of each presentation.
 - g. Once the presentations are done, have adult learners reflect aloud as a group about the following questions: How have immigrants been treated/viewed in United States history? How do you know?

7. Reflect with the whole group about the Closing Activity:
 - a. Why do students need to have content knowledge about a photograph's topic in order to be able to interpret the photograph?
 - b. What are some ways you can support students in obtaining that knowledge?
 - c. How does this activity enhance a student's knowledge of the topic?
 - d. How does this activity enhance a student's critical thinking skills?

Session 2

Goal: Have adult learners create own primary source activity. Using the resources on the LOC website. This can be done together as a group or independently and submitted to the PD Provider electronically.

**Assessment/
Reflection** The adult learner will be assessed by his/her creation of his/her own primary source activity. The adult learner will also take the Cumberland County Public Schools Professional Development Survey.