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School or Institution: Maine Historical Society
Projected Date for Implementation: August 4, 2015

Title of Activity	*Immigration in the United States: Using Primary Sources to Explore the American Dream*
Overview	Primary sources can provide depth and insight into topics covered in history and social studies that are often lacking in textbooks. The Library of Congress website and Maine Memory Network can provide teachers will easy access to primary sources that can be used in the classroom, as well as a variety of tools and resources to effectively use those sources. This workshop will show teachers how to access and teach with those primary sources as well as how to effectively pair primary sources from the Library of Congress with primary sources from Maine Memory Network to examine a topic from both a national and local perspective.
Essential or Investigative Question	Did the United States always meet the expectations of immigrants and help them fulfill their "American dream?"
Audience	**This activity is best suited for educators of the following grade levels**: • *Grades 6-8* • *Grades 9-12* **This activity is best suited for educators of the following content areas**: • *History* • *Social Studies*
Time Required	• Two ninety-minute coaching sessions
Goal	• Teach with primary sources. • Understand primary sources.
Objectives	Teachers will learn: - How to access and teach with primary sources and other resources on immigration from the Library of Congress. - How to access and teach with primary sources on immigration from Maine Memory Network. - How to pair primary sources from the Library of Congress with primary sources from Maine Memory Network to examine the topic of immigration from both a national and local perspective.

Digital Resources	• ***Primary sources:***
	    • *Arthur Olmsen.* 1936-1939. Arthur Olmsen (interviewee), Robert Beaudette (interviewer) http://www.loc.gov/item/wpalh002627/
	    • *Dust on his clothes.* 1936-1939. Elsa (interviewee), Roaldus Richmond (interviewer) http://www.loc.gov/item/wpalh002686/
	    • *French Canadian Textile Worker.* 1936-1939. Philippe Lemay (author), Louis

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Pare (reporter) http://www.loc.gov/item/wpalh001099/

- *Aurelie Danis, Biddeford, ca. 1912.*
  https://www.mainememory.net/artifact/31825
- *Pepperell Mills weavers, Biddeford, ca. 1925.*
  https://www.mainememory.net/artifact/99124
- *Canal Workers, Lewiston, ca. 1880.*
  https://www.mainememory.net/artifact/7075
- *Ku Klux Klan procession, Portland, ca. 1923.*
  https://www.mainememory.net/artifact/1265

- *Other resources:*
  - *Primary Source Analysis Tool – for students*
    http://www.loc.gov/teachers/primary-source-analysis-tool/
  - *Primary Source Photo Analysis Worksheet*
    http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
  - *French Canadian Immigrants in New England*
    http://www.loc.gov/teachers/classroommaterials/lessons/french/
  - *From French Canadians to Franco-Americans - Maine Memory Network Exhibit*
    https://www.mainememory.net/sitebuilder/site/2122/page/3514/display?use_mmn=1&popup=1
  - *Irish Immigrants in 19th century Maine – Maine Memory Network Exhibit*
    https://www.mainememory.net/sitebuilder/site/185/page/444/display?use_mmn=1&popup=1
  - *Twenty Nationalities, But All Americans – Maine Memory Network exhibit*
    https://www.mainememory.net/sitebuilder/site/1718/page/2729/display?use_mmn=1&popup=1
  - *The Nativist Klan – Maine Memory Network exhibit*
    https://www.mainememory.net/sitebuilder/site/783/page/1192/display?use_mmn=1&popup=1

Classroom Materials	
	- Computer with internet access for facilitator - Projector and projection screen for facilitator - Printed copies of primary source materials - Printed copies of Primary Source Analysis Tool and Primary Source Photo Analysis Worksheet - Computers with internet access for participants - Scratch/note paper for each participant - Pen/pencil, highlighters for each participant - Tables and chairs for participants, ideal for working in small groups

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Preparation	• Familiarize yourself with the primary source materials and analysis worksheets. • Set up Google doc for session notes that can be shared with participants. • Set up tables and chairs for participants to work in small groups. • Make photocopies of primary source materials and analysis worksheets. • Distribute photocopies of primary source materials and analysis worksheets to each table. • Set up and test computer, projector, and projection screen. • Test internet access; make sure you have password for participants to access internet if necessary.

Procedure	Session 1
	 1. Facilitator will explain/describe the goals and objectives of this workshop and will then explain that he/she is going to model a lesson that can be done with students in the classroom that will help them to learn how to work with primary sources and to answer the essential question on immigration (see above).
	 2. Facilitator will explain that all session notes will be recorded on a Google doc that can be shared with anyone who has a Google account; facilitator should then display his/her Gmail address and instruct anyone who is interested in being included in the doc to email him/her.
	 3. Facilitator will explain to participants that they will be working with primary source documents from the Library of Congress website and Maine Memory Network, briefly explaining/describing what each of these resources is and what they offer, while also displaying the homepage for each site on the computer/projector. Facilitator will also explain that in the second session of the workshop, participants will get a chance to work directly with and search these databases.
	 4. Facilitator will model the lesson:
	      i. Facilitator will pose the following question, asking participants to list as many examples as they can in 1 minute: "What was the 'American dream' of immigrants who came to the U.S. in 19th and 20th centuries?"
	      ii. Facilitator will ask participants to share their answers and will record them on the Google document on the computer so that they will be visible to everyone via the projector and later can be shared with participants via Google.
	      iii. Facilitator will then pose the essential question, "Did the United States always meet the expectations of immigrants and help them fulfill their 'American dream'?", and explain that participants will use primary source documents to formulate an answer.
	      iv. Facilitator will instruct participants to work in small groups examining one or several primary source documents using the Primary Source Analysis Tool and/or Primary Source Photo Analysis Worksheet. Facilitator should also take a moment to familiarize participants with these tools as needed and make sure that participants understand that they will be expected to share their findings with the whole workshop group.
	      v. Working in small groups, participants should examine their assigned document(s) and complete the Primary Source Analysis Tool and/or Primary Source Photo Analysis Worksheet. Each group should assign one spokesperson to speak out on the groups' findings as concerns the essential question.

	vi. Once small groups have had time to examine their documents, facilitator asks each group to share what they found, recording their answers on the computer, projected on the screen.
	vii. Once each group has reported out, facilitator should facilitate the large group discussion about how the reported data speaks to answering the essential question.
	viii. After discussing the essential question as a whole group, the facilitator instructs each individual to reflect on the exercise and record their own personal answer to the essential question as an exit ticket.

4. Just before wrapping up Session 1, facilitator will remind participants that the discussion notes will be accessible to the group via Google docs.

Session 2

1. Facilitator reviews the work and results of the last session, asking participants if they have any questions from the first session and model lesson.
2. Facilitator instructs participants that today they will learn how to access the Library of Congress website and Maine Memory Network to locate primary sources that would help their students answer the essential question from Session 1.
3. Modeling using the computer and projector, facilitator first accesses the Library of Congress and models how to conduct a basic search for a 19th century photo of immigrants at Ellis Island using the search feature and subsequently narrowing the search by format, dates, subject, and location, also pointing out other criteria that can be used (collections, contributor, etc.)
4. Modeling using the computer and projector, facilitator accesses and how to access the Education page, highlighting and briefly describing the "For Teachers" features Teacher Resources, Lesson Plans, Primary Source Sets, and Professional Development.
5. Instructing participants to work together in the same small groups from Session 1, facilitator instructs the groups to each explore one of the following features on the For Teachers page, and report out on how teachers can use the feature in the classroom: Teacher Resources, Lesson Plans, Primary Source Sets, and Professional Development.
6. After each group has had time to explore their assigned feature, they report out on their findings which are recorded and displayed by the facilitator on the Google doc using the projector.
7. Modeling using the computer and projector, facilitator then accesses Maine Memory Network and models how to conduct a basic search for a 19th century photo of immigrants using the search feature and subsequently refining the search using the advanced search feature and filter by collection, date, and type, also pointing out other criteria that can be used (location, contributor, etc.)
8. Facilitator then models how to create a Maine Memory Account and album to save/bookmark historical items.
9. Facilitator instructs participants to each explore and practice with album tool to create an album with 3 historical items that explains a brief history of one

	immigrant or immigrant group in Maine. They should look to their other small group members for support and feedback.
	10. After having time to practice and create a small album, facilitator asks for 2-3 volunteers to showcase their album on the projector.
	11. Facilitator then briefly shows and explains the following features on the Maine Memory Network Schools page: Finding Katahdin, Lesson Plans, and Community Gallery.
	12. Any time remaining should be used for questions and observations.
	13. Before closing, the facilitator should remind participants that notes will be available on the Google doc and encourage them to continue to use the Google doc as a group to post questions and answer to each other as they continue to explore and use the tools and resources of Library of Congress and Maine Memory Network.
Assessment/ Reflection	Participants will be asked to create an original lesson plan on immigration that pairs primary sources from the Library of Congress with primary sources from Maine Memory Network. The facilitator will be invited into the classroom to see this lesson plan in action, provide feedback, and reflect with the participant.

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