

TPS Professional Development Activity Plan
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School or Institution: T.R.R. Cobb House with Watson-Brown Foundation
Projected Date for Implementation: Summer 2016

Title of Activity	Incorporating Inquiry into Instruction—Topic: Slavery in Georgia
Overview	Utilizing resources available from the Library of Congress, facilitators will learn how to engage students in the topic of slavery in Georgia and the nation.
Essential or Investigative Question	What impact did slavery have on Georgia and the United States?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 3-5 • Grades 6-8 • Grades 9-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • English Language Arts • Library Media • Social Studies
Time Required	One 2-3 hour session.
Goal	The goal of this program is to understand how to use primary sources to discuss challenging topics, such as slavery, in the classroom by utilizing materials available from the Library of Congress.
Standards	<p>21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards</p> <ul style="list-style-type: none"> • 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. • 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. Learners use skills, resources, & tools to: • 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from loc.gov/teachers.



	<ul style="list-style-type: none"> Analyze primary sources in different formats. Analyze a set of related primary sources in order to identify multiple perspectives. Facilitate a primary source analysis using Library of Congress tools.
Digital Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> “Plantation life as viewed by ex-slave. Castle, Susan. Athens, Georgia.” 1936-1938. Susan Castle (interviewee), Sadie B. Hornsby (author), Sara H. Hall (editor), John N. Booth (editor). http://memory.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Castle,+Susan)) <p>Other resources:</p> <ul style="list-style-type: none"> Collection Connections: From Slavery to Freedom: The African-American Pamphlet Collection, 1822-1909, http://www.loc.gov/teachers/classroommaterials/connections/slavery/file.html Collection Connections: Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938, http://www.loc.gov/teachers/classroommaterials/connections/narratives-slavery/ Collection Connections: Slaves and the Courts, 1740-1860, http://www.loc.gov/teachers/classroommaterials/connections/slaves-court/ Lesson Plan: Slavery in the United States: Primary Sources and the Historical Record, http://www.loc.gov/teachers/classroommaterials/lessons/slavery/
Classroom Materials	Computer and Projector (or provide handouts), flip chart (optional)
Preparation	<p>Prior to beginning this activity, facilitators should:</p> <ul style="list-style-type: none"> read over materials ensure that links still work/ haven't changed print handouts for participants (Primary Source Analysis Tool): http://www.loc.gov/teachers/usingprimarysources/guides.html and Analyzing Primary Sources Teacher's Guide: http://www.loc.gov/teachers/usingprimarysources/guides.html, and primary sources from the “Slavery in the United States: Primary Sources and the Historical Record” lesson plan primary source set: http://www.loc.gov/teachers/classroommaterials/lessons/slavery/slavpho.html and Susan Castle slave narrative [please note: Susan Castle narrative actually begins on page 177] http://memory.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Castle,+Susan)) prepare to display an item on screen or projector (or provide images of primary sources when technology not available) room arrangement: ensure participants have a space to write (preferably table) and space to converse with table mates about sources.
Procedure	<ol style="list-style-type: none"> Welcome participants to the workshop. Have everyone introduce themselves and where they are from, and briefly discuss their experience with primary sources. As a warm-up, show an image from the “Slavery in the United States: Primary Sources and the Historical Record” lesson plan primary source set:



	<p>http://www.loc.gov/teachers/classroommaterials/lessons/slavery/slavpho.html on the projector, or via a hand-out. Ask participants the questions from the Analyzing Primary Sources Teacher’s Guide. When questions and answers draw to a close, show participants the bibliographic information to help answer any questions that the image may have created.</p> <ol style="list-style-type: none"> 3. Ask participants to fill out a Primary Source Analysis worksheet based on sources you provide them. Provide them a copy of the Teacher’s Guide for questions. Allow them 10-15 minutes to work on this. 4. Come back together as a group and go over each source, and ask participants with that source to answer with their responses. When completed, remind them that they can adapt this activity for any theme, or to suit the needs of their classrooms or participants. 5. Open up Library of Congress Home Page on Projector (or provide a handout with instructions for how to access the Teachers Page). Walk through the steps to find the Teachers page. Specifically point out lesson plans (and open up Slavery in the United States: Primary Sources and the Historical Record, http://www.loc.gov/teachers/classroommaterials/lessons/slavery/ to show them where many of their sources came from, as well as other activities that can go along with them in the classroom) and Collection Connections (under Classroom Materials). Open one of the Collection Connections listed. Show participants how these can provide other classroom ideas for various topics and themes. 6. Ask participants to suggest ways they could use the primary sources provided to use in their classroom. Take notes either on a flip chart or on screen. 7. Thank participants for attending; ask them to fill out the End of Workshop Survey.
Assessment/ Reflection	Please hand out End of Workshop Survey provided on page 5. Adapt as needed.



End of Workshop Survey

1. What grade level(s) do you teach? _____
2. What subject(s) do you teach? _____
3. How clearly was the material presented at this workshop?
 - Very clear
 - Somewhat clear
 - Not very clear
 - Very unclear
4. How useful was the presented material?
 - Very useful
 - Somewhat useful
 - Not very useful
 - Useless
5. Would you recommend this workshop to a fellow teacher?
 - Yes
 - Only if they were interested in the subject
 - No
6. Did you see anything at this workshop that you would like to use in your class?
 - Yes
 - No
7. If so, what?
8. What were the strengths of the workshop?
9. What could have been improved about the workshop?
10. Additional comments

