

Name: Jemma Queen

School or Institution: Elmer A. Henderson Johns A. Hopkins Partnership School

Projected Date for Implementation: April 2, 2015

Title of Activity	<i>Introduction to Primary and Secondary Sources</i>
Overview	This plan is designed to provide teachers an introduction on several strategies of how to teach primary and secondary sources using Library of Congress and TSS Blackboard materials. Additionally, the use of primary and secondary sources will be discussed in the framework of inquiry-based learning.
Essential or Investigative Question	How can teachers begin to effectively use primary sources from www.loc.gov/ and TSS Blackboard?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 3-5</i> • <i>Grades 6-8</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>Library Media</i> • <i>Literacy: Reading Language Arts</i> • <i>Music</i> • <i>Social Studies</i>
Time Required	<ul style="list-style-type: none"> • 1 hour
Goal	<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/. • Access primary sources and teaching resources from www.loc.gov for instructional use. • Analyze primary sources in different formats such as TSS Blackboard. • Facilitate using search strategies through Google Advanced search. • Conclude with information about local resources. • TSS Blackboard.
Standards	<ul style="list-style-type: none"> • AASL.1.1.4- Find, evaluate, and select appropriate sources to answer questions. • AASL.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. • AASL.2.1.1-Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.



	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.K-2.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • CCSS.ELA-Literacy.3-5.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. • CCSS.ELA-Literacy.6.RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • CCSS.ELA-Literacy.6-8.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • CCSS.ELA-Literacy.6-8.RH.7 Integrate visual information (e.g. - in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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. • Access primary sources and teaching resources from www.loc.gov/ for instructional use. • Analyze primary sources in different formats. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ Louis XIV, King of France, 1638-1715 ○ http://www.loc.gov/pictures/item/2002718835/ ○ <i>1 print : engraving. 3/4 length., standing, facing slightly right.</i> ○ <i>Original Format: Photos, Prints, Drawings</i> ○ Pavane favorite de Louis XIV ○ http://www.loc.gov/item/sm1885.24743/ ○ <i>Sheet Music. print 1 score From: Music Copyright Deposits, 1870-1885 (Microfilm M 3500) Also available through the Library of Congress Web Site as facsimile page images. (Additional Physical Form). Print (Form). Electronic Resource (Form). Remote (Form).</i> ○ <i>Contributor: Fischer, Carl - Brisson</i> ○ <i>Original Format: Notated Music</i> ○ <i>Date: 1885</i> ○ Place des Victoires (Statue de Louis XIV) ○ http://www.loc.gov/pictures/item/2013650344/ ○ <i>Digital ID: (digital file from original item) ds 04851</i> ○ <i>Reproduction Number: LC-DIG-ds-04851 (digital file from original item)</i> ○ <i>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</i>



	<ul style="list-style-type: none"> • Other resources: <ul style="list-style-type: none"> ○ Who was Louis XIV? http://www.biography.com/people/louis-xiv-9386885
Classroom Materials	<ul style="list-style-type: none"> • Smart Board, encyclopedias, pens, pencils, paper, flip chart
Procedure	<ul style="list-style-type: none"> • <i>Open with the Louis XIV print from the Library of Congress homepage.</i> <ul style="list-style-type: none"> ○ <i>Ask what people see.</i> ○ <i>Document responses on separate parts of the board based on observations, inferences, questions.</i> • <i>Discuss France in the Classical Era.</i> <ul style="list-style-type: none"> ○ <i>Connect participant responses to the above with phases of this photo.</i> ○ <i>Discuss what role he would play in human history.</i> ○ <i>Discuss how this empowers students to be invested in their learning.</i> • <i>Model an example of a primary source activity.</i> <ul style="list-style-type: none"> ○ <i>Using maps of France, have participants observe, reflect and question both maps and pictures of Louis XIV.</i> ○ <i>Show the Library of Congress primary source analysis tools that can be used.</i> • <i>Present various Library of Congress resources.</i> <ul style="list-style-type: none"> ○ <i>Panoramic maps</i> ○ <i>Primary source sets</i> ○ <i>Exhibitions</i> ○ <i>Lessons</i> • <i>Present various searching strategies.</i> <ul style="list-style-type: none"> ○ <i>Searching within www.loc.gov/</i> ○ <i>Google Advance</i> ○ <i>TSS Blackboard</i>
Assessment/ Reflection	Teachers will summarize what they learned about locating primary sources by using www.loc.gov/ and they will create a presentation for their classroom.

