

## Professional Development Plan

Name: Deborah Domingues-Murphy

School: Charter High School presenting at edCamp Pittsburgh

Projected Date for Implementation: April 5, 2014

<b>Title of Activity</b>	<i>Introduction to Primary Sources</i>
<b>Overview</b>	<i>This plan is designed to provide teachers an introduction on several TPS strategies using Library of Congress materials. Additionally, the use of primary sources will be discussed in the framework of inquiry learning.</i>
<b>Audience</b>	<i>This plan is designed to meet the needs of K to 12 educators within the greater Pittsburgh area.</i>  <i>This plan is designed to meet the needs of educators who teach all subjects, which includes:</i> <ul style="list-style-type: none"><li>• <i>Art</i></li><li>• <i>Career and Technical</i></li><li>• <i>English Language Arts</i></li><li>• <i>Research</i></li><li>• <i>Mathematics</i></li><li>• <i>Music</i></li><li>• <i>Science</i></li><li>• <i>Social Studies</i></li><li>• <i>Science</i></li></ul>
<b>Time Required</b>	<i>1 hour</i>
<b>Goal</b>	<i>TPS Level I goals:</i> <ul style="list-style-type: none"><li>• <i>Analyze a primary source using Library of Congress tools</i></li><li>• <i>Access teaching tools and primary sources from loc.gov/teachers</i></li><li>• <i>Access primary sources and teaching resources from loc.gov for instructional use</i></li><li>• <i>Analyze primary sources in different formats</i></li><li>• <i>Facilitate a primary source analysis using Library of Congress tools</i></li><li>• <i>Facilitate using search strategies at loc.gov</i></li><li>• <i>Facilitate using search strategies through Google advance</i></li></ul>
<b>Essential/ Investigative Question</b>	<i>How can teachers begin to effectively use primary sources from loc.gov?</i>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• <i>Teachers will be able to identify introductory resources on loc.gov that are relevant to their classes.</i></li><li>• <i>Teachers will be able to understand how to use primary source analysis tools available on loc.gov</i></li></ul>

	<ul style="list-style-type: none"> <li>• <i>Teachers will be able to implement a primary source analysis activity.</i></li> </ul>
<b>Library of Congress Resources/ Digital Resources</b>	<p><i>Primary Sources</i></p> <ul style="list-style-type: none"> <li>• <i>Title: Zapata</i> <ul style="list-style-type: none"> <li>○ <i>Creator(s): Rivera, Diego, 1886-1957, artist</i></li> <li>○ <i>Date Created/Published: 1932.</i></li> <li>○ <i>URL; <a href="http://www.loc.gov/pictures/item/96508789/">http://www.loc.gov/pictures/item/96508789/</a></i></li> </ul> </li> <li>• <i>Stripling Model of Inquiry</i> <ul style="list-style-type: none"> <li>○ <a href="http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/pdf/StriplingModelofInquiry.pdf">http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/pdf/StriplingModelofInquiry.pdf</a></li> </ul> </li> <li>• <i>Title: City of Chicago</i> <ul style="list-style-type: none"> <li>○ <i>Date created: 1892</i></li> <li>○ <i>Contributors: Currier &amp; Ives</i></li> <li>○ <i>URL: <a href="http://www.loc.gov/resource/q4104c.pm001500/">http://www.loc.gov/resource/q4104c.pm001500/</a></i></li> </ul> </li> <li>• <i>Title: Terminals of the Chicago and North-Western Railway at Chicago</i> <ul style="list-style-type: none"> <li>○ <i>Date created: 1902</i></li> <li>○ <i>Contributors: Geo. H. Walker &amp; Co.</i></li> <li>○ <i>URL: <a href="http://www.loc.gov/resource/q4104c.pm020210/">http://www.loc.gov/resource/q4104c.pm020210/</a></i></li> </ul> </li> <li>• <i>Primary Source Analysis tools –</i> <ul style="list-style-type: none"> <li>○ <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></li> </ul> </li> <li>• <i>Title: American Progress</i> <ul style="list-style-type: none"> <li>○ <i>Date created: 1873</i></li> <li>○ <i>Contributors: Crofutt, George A.</i></li> <li>○ <i>URL: <a href="http://www.loc.gov/pictures/item/97507547/">http://www.loc.gov/pictures/item/97507547/</a></i></li> </ul> </li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• <i>Open with the Zapata print from Diego Rivera</i> <ul style="list-style-type: none"> <li>○ <i>Ask what people see</i></li> <li>○ <i>Document responses on separate parts of the board based on observations, inferences, questions</i></li> <li>○ <i>Link to my first experience using a primary source while teaching the scientific method</i></li> </ul> </li> <li>• <i>Discuss Striping Model of Inquiry</i> <ul style="list-style-type: none"> <li>○ <i>Connect participant responses to the above with phases of this model</i></li> <li>○ <i>Discuss the recursive nature of the model</i></li> <li>○ <i>Discuss how this empowers students to be invested in their learning.</i></li> </ul> </li> <li>• <i>Model an example of a primary source activity</i> <ul style="list-style-type: none"> <li>○ <i>Using the Chicago maps, have participants observe, reflect and question both maps.</i></li> <li>○ <i>Show the LOC primary source analysis tools that can be used.</i></li> </ul> </li> <li>• <i>Present various LOC resources</i> <ul style="list-style-type: none"> <li>○ <i>Panoramic maps</i></li> <li>○ <i>Primary source sets</i></li> <li>○ <i>Exhibitions</i></li> <li>○ <i>Lessons</i></li> </ul> </li> <li>• <i>Present various searching strategies</i> <ul style="list-style-type: none"> <li>○ <i>Searching within loc.gov</i></li> <li>○ <i>Using Google Advance (site:loc.gov)</i></li> <li>○ <i>Information about Waynesburg resources and courses</i></li> </ul> </li> </ul>

<p><b>Standards Alignment</b></p>	<p>AASL.1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.3-5.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.6-12.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.9-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.6-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.6-12.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.6-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.6-12.RH.2 Determine the central ideas or information of a primary or secondary source.</p> <p>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.</p> <p>CCSS.ELA-Literacy.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Timeline for Implementation</b></p>	<p>Presented at edCamp Pittsburgh April 5, 2014</p>