

Template for Professional Development Plan

Name: Patricia Feriano

School or Institution: Our Lady of Mercy

Projected Date for Implementation:

Title of Activity	Making Connections Through the Use of Primary Resources
Overview	Understand the importance of using primary source documents during instruction as a tool for inquiry based research.
Audience	<ul style="list-style-type: none">• Teachers of: Grades 6–8• Teachers of: Grades 9–12 • English Language Arts• Library Media• Literacy: Reading Language Arts• Social Studies
Time Required	90 minute lesson
Goal	<ul style="list-style-type: none">• To illustrate the benefits of teaching with primary sources.
Essential/ Investigative Question	How can we help students make connections? What does the inquiry process look like? What does constructed new knowledge look like? (projects and assessments)
Objectives	Teacher will understand the benefits of using primary sources with the inquiry model of research.

**Library of
Congress
Resources/
Digital
Resources**

• **[Supporting Inquiry with Primary Sources](#)**

• Chapter 2

Teachers and students demonstrate how primary sources can be used to support inquiry learning. Inquiry encourages students to draw on their prior knowledge, personal experiences and critical thinking skills to construct meaning.

<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/inquiry/index.html>

Barbara Stripling--Inquiry Model

http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/pdf/StriplingModelofInquiry.pdf

Practice Resources

Alice Paul Talks-

Philadelphia, Pennsylvania: Philadelphia Tribune, January 1910

[http://memory.loc.gov/cgi-bin/ampage?](http://memory.loc.gov/cgi-bin/ampage?collId=rbcml&fileName=scrip6014202/)

[collId=rbcml&fileName=scrip6014202/](http://memory.loc.gov/cgi-bin/ampage?collId=rbcml&fileName=scrip6014202/)

[rbcmlscrip6014202.db&recNum=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbcml&fileName=scrip6014202/)

<http://hdl.loc.gov/loc.rbc/rbcml.scrip6014202>

Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916

<http://www.loc.gov/resource/mnwp.276015/>

Procedure

Why use primary sources and the inquiry model?

Introduction

Question: *What is a primary source?*

*List on Smartboard examples of primary sources:
(letters, photos, historical documents, diary entries, images, music
artwork authentic to the time period.)*

*Briefly introduce some aspects of LOC websites---Teacher links,
Collections, Today in History, Primary Source Sets, Common
Core Standards*

What is inquiry driven research/learning?

Expected/Possible Responses: *Questions driven research--
seeking answers, formulating questions based on interests,
activating any prior knowledge*

•Watch LOC video--Supporting Inquiry with Primary Sources

•Chapter 2

•View Barbara Stripling--Inquiry Model

•Ask: How does the inquiry process support active learning in
students?

Example of Possible Responses:

Human connections

Authentic

Construct own understanding and interpretation

Deep questioning

Ask: How is inquiry learning with primary sources different from
traditional research or lessons?

Driven by questions

Student led

Messy

Recursive

	<p>Activity 1--using primary sources and the inquiry process</p> <ol style="list-style-type: none"> 1. Project LOC Analysis Tool on Smartboard 2. One copy of Tool for each participant 3. Explain the use of analysis tool (any of the columns can be filled out in any order) 4. As a full group view Alice Paul Talks and collaboratively fill out LOC Analysis Tool. 5. Time for Reflection--<i>What connections can be made? What conclusions are could students draw? What questions did we generate through the analysis? What meaning have you constructed about this topic?</i>
	<p>Activity 2--Photograph Analysis: Suffragists Protest</p> <ol style="list-style-type: none"> 1. Teachers will be in small groups of 2-3 members 2. Conduct analysis using LOC tool 3. Use Analysis Tool 4. Reflect on effectiveness of inquiry process 5. Share with group
	<p>Closing Activity</p> <ol style="list-style-type: none"> 1. Share an experience when students you were teaching made a connection to what they were learning? 2. <i>What was the catalyst?</i> 3. <i>What did the connection look like--connection to self, to experience, to prior knowledge, human connection</i> 4. <i>How can we assess meaningful construction of new knowledge?</i> 5. <i>What can you see as roadblocks to using inquiry learning with primary sources documents?</i> 6. <i>Project ideas? Lesson ideas?</i>

Standards Alignment	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>AASL Learning Standards</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding</p> <p>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>
Timeline for Implementation	<p>(Fall 2014)</p>