

**TPS Professional Development Activity Template**
**Name:** Ann Cracovaner

**School or Institution:** Prince George's County Public Schools, Maryland

**Projected Date for Implementation:** TBD, Possibly September 29, 2017 or October 20, 2017

<b>Title of Activity</b>	Map Analysis Across the Curriculum
<b>Overview</b>	This professional development will help address two important issues: <i>applying analysis</i> and <i>critical thinking skills</i> to all content areas, and incorporating Library of Congress resources into lessons. Through the modeling of collaborative analysis of maps of Washington D.C., secondary teachers of all content areas will experience the process of document analysis using the Library of Congress's model and graphic organizer. Participants will also discuss methods and opportunities to incorporate other Library of Congress resources in their classrooms.
<b>Essential or Investigative Question</b>	How can LOC resources, especially maps, serve as tools for analytical and critical thinking across all content areas?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels:</b></p> <ul style="list-style-type: none"> <li>• <i>Grades 6-8</i></li> </ul> <p><b>This activity is best suited for educators of the following content areas:</b></p> <ul style="list-style-type: none"> <li>• <i>Bilingual/ESL</i></li> <li>• <i>Art/Music</i></li> <li>• <i>English/ Language Arts</i></li> <li>• <i>Mathematics</i></li> <li>• <i>Science</i></li> <li>• <i>Social Studies/ Social Sciences</i></li> <li>• <i>Technology</i></li> </ul>

<b>Time Required</b>	This professional development will run about 1 hour, with opportunity to follow-up sessions and discussions.
<b>Goal</b>	Participants will analyze maps from the Library of Congress Collection in order to explain and apply primary source analysis to their classroom lessons.
<b>Standards</b>	<p>ISTE Standards for Teachers <a href="http://www.iste.org/standards/standards-for-teachers">http://www.iste.org/standards/standards-for-teachers</a></p> <p>2c: Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.</p> <p>4b: Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.</p> <p>5a: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from <a href="http://loc.gov/teachers">loc.gov/teachers</a>.</li> <li>• Access primary sources and teaching resources from <a href="http://loc.gov">loc.gov</a> for instructional use.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li> </ul>
<b>Digital Resources</b>	<p><b>Primary sources from loc.gov:</b></p> <ul style="list-style-type: none"> <li>○ <i>Title:</i> Plan of the City of Washington</li> <li>○ <i>Date created/published:</i> 1798</li> <li>○ <i>Creator/Author:</i> Isaac Weld &amp; James Stockdale</li> <li>○ <i>URL:</i> <a href="http://hdl.loc.gov/loc.gmd/g3850.ct004205">http://hdl.loc.gov/loc.gmd/g3850.ct004205</a></li>   <li>○ <i>Title:</i> Map of Washington, D.C.</li> <li>○ <i>Date created/published:</i> 1893</li> <li>○ <i>Creator/Author:</i> Matthews/Northrup Company</li> <li>○ <i>URL:</i> <a href="https://www.loc.gov/item/88693372/">https://www.loc.gov/item/88693372/</a></li>   <li>○ <i>Title:</i> Map of the City of Washington, D.C.</li> <li>○ <i>Date created/published:</i> 1850</li> <li>○ <i>Creator/Author:</i> James Keily &amp; Lloyd Van Derveer</li> <li>○ <i>URL:</i> <a href="https://www.loc.gov/item/88694045/">https://www.loc.gov/item/88694045/</a></li> </ul>

	<ul style="list-style-type: none"> <li>○ Title: Map of Washington, D.C.</li> <li>○ Date created/published: 1918</li> <li>○ Creator/Author Edgar D. Turner</li> <li>○ URL: <a href="https://www.loc.gov/item/87691479/">https://www.loc.gov/item/87691479/</a></li>   <li>○ Title: Washington, D.C.</li> <li>○ Date created/published: 1970</li> <li>○ Creator/Author: United States Army Topographic Command</li> <li>○ URL: <a href="https://www.loc.gov/item/77696297/">https://www.loc.gov/item/77696297/</a></li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>○ PowerPoint slideshow with maps, questions, and directions</li> </ul>
<b>Classroom Materials</b>	<p><b>Necessary classroom materials:</b></p> <ul style="list-style-type: none"> <li>● Projector</li> <li>● Laptop</li> <li>● Copies of Plan for Washington <a href="http://hdl.loc.gov/loc.gmd/g3850.ct004205">http://hdl.loc.gov/loc.gmd/g3850.ct004205</a></li> <li>● Copies of LOC Map Analysis worksheet (printed once on each side of the paper) <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Maps.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Maps.pdf</a></li> <li>● Copies of Map of City of Washington, D.C. 1850 <a href="https://www.loc.gov/item/88694045/">https://www.loc.gov/item/88694045/</a></li> <li>● Copies of Washington, D.C. 1893 <a href="https://www.loc.gov/item/88693372/">https://www.loc.gov/item/88693372/</a></li> <li>● Copies of Map of Washington, D.C. 1918 <a href="https://www.loc.gov/item/87691479/">https://www.loc.gov/item/87691479/</a></li> <li>● Copies of Washington, D.C. 1970 <a href="https://www.loc.gov/item/77696297/">https://www.loc.gov/item/77696297/</a></li> </ul>

<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Print copies of the LOC Analyzing Maps graphic organizer</li> <li>• Create Slideshow with directions, discussion questions, and maps</li> <li>• Print out copies of LOC maps of Washington, D.C.</li> <li>• Become familiar with the LOC website (basic search page, primary source sets, Today in History, etc.)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Introduction (5 minutes)           <ul style="list-style-type: none"> <li>• Break participants up into groups of 5-7</li> <li>• Turn to slide with question “What do you know about the Library of Congress?”</li> <li>• Participants will brainstorm for 2-3 minutes</li> <li>• A representative from each group will share his/her group’s ideas</li> </ul> </li> <li>2. LOC Overview (2 minutes)           <ul style="list-style-type: none"> <li>• Show and explain some of the key portions of the LOC website (i.e. basic search page, primary source sets, Today in History, etc.) using a web browser and projector</li> </ul> </li> <li>3. Basic Map Analysis (10 minutes)           <ul style="list-style-type: none"> <li>• Pass out copies of double sided map analysis worksheet and explain that each group will work together to complete all three columns based on a map to be shown on the projector.</li> <li>• Turn to slide with 1799 map of Washington City</li> <li>• Circulate the room to aid each group in their analysis and discussion of the map for 5-8 minutes</li> <li>• A representative from each group will share his/her group’s responses to each column of the map analysis worksheet</li> </ul> </li> <li>4. 2<sup>nd</sup> Map Analysis (10 minutes)           <ul style="list-style-type: none"> <li>• Pass out different maps of Washington D.C. (from different years) to each group and explain that each group will use the other side of their map analysis worksheets to analyze the map as a group.</li> <li>• Circulate the room to help each group with their map analysis</li> </ul> </li> <li>5. Map Discussion (10 minutes)           <ul style="list-style-type: none"> <li>• A representative of each group will share his/her group’s responses to the map analysis worksheet for the second map</li> <li>• As each group shares, their map will be shown to the audience using the projector</li> <li>• Other participants may ask questions of their fellow participants as they share their analysis worksheet responses</li> </ul> </li> <li>6. Application (10 Minutes)           <ul style="list-style-type: none"> <li>• Ask all participations if they can think of ways that an activity like this can be implemented in their content areas? What about cross-curricular?</li> <li>• If time allows, have participants search loc.gov for a specific source that they can apply in their classroom and discuss.</li> </ul> </li> <li>7. Closure (10 minutes)           <ul style="list-style-type: none"> <li>• Ask all participants if they have questions or comments about today’s activity</li> <li>• Pass out assessment questionnaires and allow each participant time to complete it individually.</li> </ul> </li> </ol>

**Assessment/  
Reflection**

Participants will answer the following questions on a slip of paper, to be submitted at the end of the professional development session

1. What did you learn about the Library of Congress today?
2. How might you use Library of Congress materials and resources in *your* classroom?
3. What was one question you generated (but could not answer) on your map analysis worksheet?
4. How might you use the Library of Congress's resources to find the answer to your question? (please list steps or resources you plan to employ).