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School or Institution: Spencer Pointe School

Projected Date for Implementation: April 2016

Title of Activity	<i>Moving through Primary Resources with the Library of Congress and Thinking Routines.</i>
Overview	<i>Participants will be introduced to the resources available at the Library of Congress and experience how to use the resources using Visible Thinking Routines from <u>Making Thinking Visible</u> by Ritchhart, Church and Morrison.</i>
Essential or Investigative Question	<i>How can the resources available at the Library of Congress be used to develop more in depth thinking with students?</i>
Audience	This activity is best suited for educators of grade levels 2 through 5 across content areas.
Time Required	<i>2-3 hours, time can be adjusted</i>
Goal	<i>The goal of this professional development workshop is to show teachers the resources that are available on the Library of Congress website and how to integrate those resources into their curriculum using visual thinking routines.</i>
Objectives	<ol style="list-style-type: none"><i>1. Participants will be able to successfully navigate the Library of Congress website.</i><i>2. Participants will be able to Integrate Library of Congress resources into their curriculum.</i><i>3. Participants will see how using thinking routines can enhance the resources available in the Library of Congress and deepen their students thinking skills.</i>
Digital Resources	<p>Primary sources:</p> <p><i>20th century transportation 1910 Yates, E. S., artist https://www.loc.gov/item/97514565/</i></p> <p><i>Dayton Homecoming 1909. Scrapbooks: January-December 1909 https://www.loc.gov/item/wright002800</i></p> <p><i>The Great Titanic Disaster 1912 http://cdn.loc.gov/service/pnp/cph/3b30000/3b37000/3b37100/3b37182r.jpg</i></p> <p><i>Official shield of the President which has been attached to Mr. Harding's car 1922</i></p>

No contributor cited

<https://www.loc.gov/pictures/item/2002712401/>

Theodore Roosevelt sitting in an open carriage enroute to the US Capitol on his inauguration day tips his hat at spectators

1905

Bain, George Grantham (copyright clause on picture)

<https://www.loc.gov/pictures/item/2004679196/>

President Woodrow Wilson loved this Pierce-Arrow so much that he bought it on the day he rode to the Capitol with outgoing president Herbert Hoover for Wilson's inauguration. It is shown outside his birth home in Staunton, Virginia

1980-2006

Highsmith, Carol

<https://www.loc.gov/pictures/item/2011634536/>

Trolley Car Gallop

1902

Metropolitan Orchestra

<http://www.loc.gov/jukebox/recordings/detail/id/5376>

Mulberry Street, New York City

1900

Detroit Publishing Co.

<https://www.loc.gov/resource/cph.3g04637/>

Compass belonging to Abraham Lincoln, preserved at Ford's Theatre, Washington, D.C., where he was mortally wounded by assassin John Wilkes Booth in 1865

1980-2006

Highsmith, Carol M., 1946-, photographer

<http://www.loc.gov/pictures/item/2011633886/>

Other resources:

Leaving the Evidence of Our Lives

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/#leavingEvidence>

Photo Analysis Worksheet

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

The Inventive Wright Brothers (Primary Resource Set)

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/flight/>

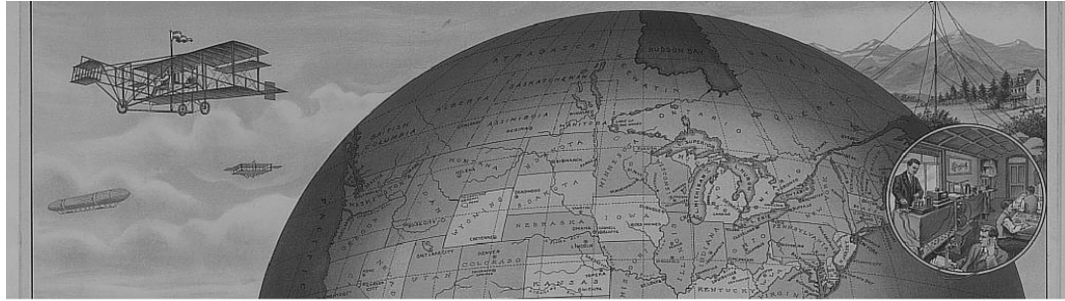
The Titanic: Shifting Responses to Its Sinking (Lesson Plan)

	<p>http://www.loc.gov/teachers/classroommaterials/lessons/titanic/procedure.html</p> <p><i>Getting Around on Presidential Wheels (Inside Adams Blog Post)</i> June 27, 2014 https://blogs.loc.gov/inside_adams/2014/06/getting-around-presidential-wheels/</p> <p><i>Maps Collection</i> https://www.loc.gov/maps/collections/</p> <p><i>Railroad Film Collection</i> https://www.loc.gov/film-and-videos/?q=railroad&st=gallery</p> <p><i>Visual Thinking Explanations</i> http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html</p>
Classroom Materials	<p><i>Butcher paper, colored writing utensils, Photo analysis worksheet for each participants, computer, projector, Presentation PPT, Internet access, Presentation handout, copies of pictures listed under Primary Resources for each group, Compass Point worksheet. Extra paper and writing utensils, magnifying glasses</i></p>
Preparation	<ol style="list-style-type: none"> 1. Get butcher paper or any large paper for each table and different colored writing materials. <ol style="list-style-type: none"> a. On each paper write one of the following questions and put one paper on each table. Questions come from Leaving the Evidence of Our Lives Professional Development Builder Activity available in the Build and Deliver Professional Development section of the Library of Congress website <ol style="list-style-type: none"> i. Which of your daily activities are most likely to leave trace evidence behind? ii. What would a person from the future be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future? iii. What is the difference between Primary and Secondary Resources? iv. Name a public event that is going on now. What kinds of evidence might this event leave behind? Primary sources? Secondary sources? v. Who records information about public events? How might their perspective impact their recording? Give a possible example. 2. Make copies of the Photo Analysis worksheets for each participants.

3. If an Interactive Whiteboard is available it can be used for the See Think Wonder activity. (Slide 3)
4. Have the Presentation PPT on the computer and project on the screen as the participants enter.
5. Copy presentation handout, Compass Point Worksheet for each participant.
6. Print out the primary resource images that will be used during the workshop for each table.

Procedure

The Presentation is available by clicking on the image below.



Moving through

Primary Resources

with Library of Congress and Visual Thinking



Slide 1-Moving through Primary Resources with the Library of Congress and Thinking Routines

1. At the start of the presentation have the participants complete a Compass Point Thinking Routine worksheet about the Library of Congress and Thinking Routines. (Save this paper until the end of the presentation.)
2. Explain the Compass Point Routine.
 - a. See attached information sheet from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html



PROFESSIONAL DEVELOPMENT



Get Moving!

Chalk Talk Time

Move around the room answering questions.

Slide 2-Professional Development

1. Have the participants move from table to table answering the questions on the paper.
2. Participants should move to at least three tables before they return to their own table.
3. Share the answers that were written on the papers to each other questions.
4. Explained that this is **Chalk Talk** a thinking routine that can be done with students.
 - a. See attached information sheet about Chalk Talk from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html



Slide 3- See Think Wonder

1. Explain the **See, Think, Wonder Thinking Routine**
 - a. See attached information sheet from Visible Thinking website: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
 - b. If an interactive whiteboard is available it is good for this activity. Use a different color for See, Think and Wonder.
 - c. Put a picture on each table with a magnifying glass and a [Photo Analysis Worksheet](#) from the Library of Congress.
2. Activity: Give time for the tables to look at the picture and fill out the Photo Analysis worksheet.
3. As a whole group have the participants share
 - a. What do you see? (Just the facts)
 - b. What do you think that means in the picture?
 - c. What does the picture make you wonder about?
4. Give the title **Twentieth century transportation**, created in 1910 it is chromolithograph
5. **Is this a Primary Resource?**

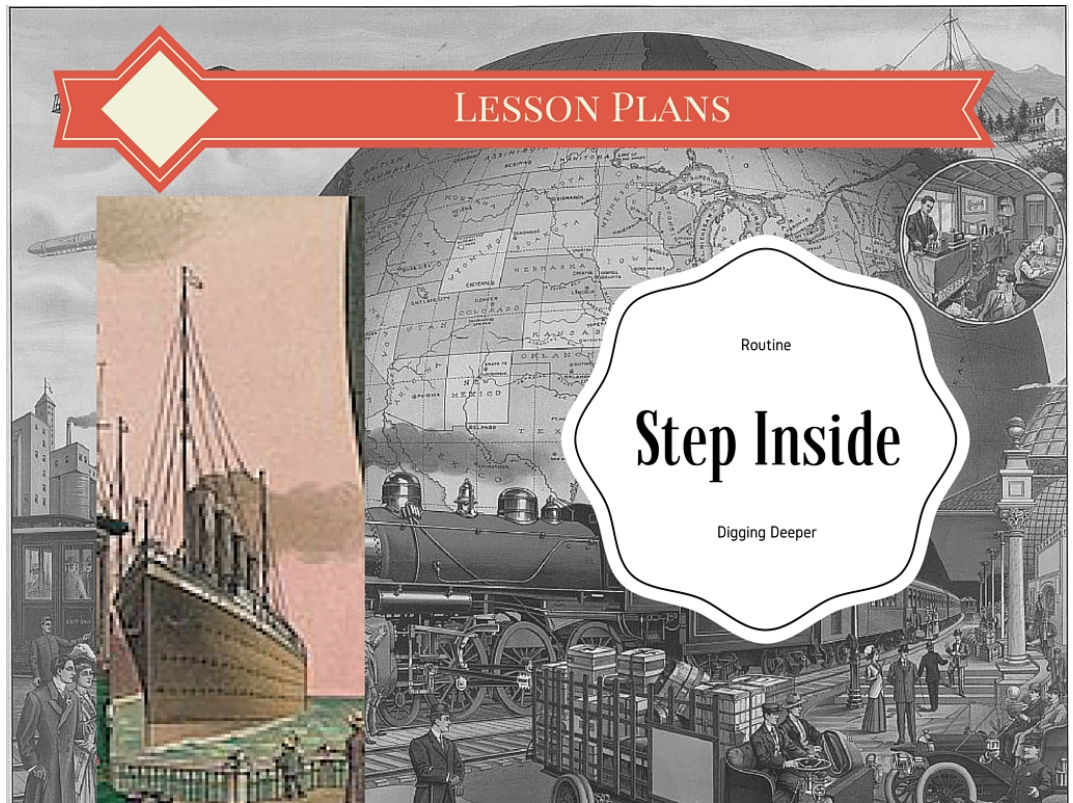


Slide 4- Primary Resource Set

1. Show the participants the primary resource sets on the Library of Congress website.
 - a. From the Homepage go to the bottom Click on Teachers
 - b. On the side menu Click on Classroom Materials
 - c. Click on Primary Resource Sets
 - d. Go to the [Wright brothers primary resource set.](#)
 - e. Go to [Daytona Homecoming 1909](#)

2. Talk about the **Headline Thinking Routine**
 - a. See attached information sheet from Visible Thinking website: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
 - b. Show the scrapbook and look at different headlines for each picture. Talk about what makes a good headline.

3. Activity: Have the participants choose one picture from the Wright Brothers Primary Resource Set and create a Headline. Have people share their headline and the explanation for the headline.



Slide 5- Lesson Plans

1. Show the participant the lesson plan section of the Library of Congress website.
 - a. From the Homepage go to the bottom Click on Teachers
 - b. On the side menu click on Classroom Materials
 - c. Click on Lesson Plans
 - d. scroll down to News, journalism and advertising
 - e. Click on The Titanic: Shifting Responses to it Sinking
 - f. Click on The Titanic shifting responses to it sinking under News Journalism & Advertising
 - g. Talk about the lesson plans Available on the Library of Congress website and the vast newspaper collection also available on the website.
 - h. Click on preparation.
 - i. Click on the great Titanic disaster.
 - j. Enlarge the photo and talk about the **Step Inside Thinking Routine**.
2. See attached information sheet from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
3. Activity: Have the participants choose one of the people in the photo and complete the step inside thinking routine for that person. Share several responses in the whole group. To gain more insight using this routine, image and the book Titanic: Voices from the Disaster by Hopkins would provide students with more insight.



What makes you say that?

Slide 6- Blogs

1. Activity: Pass out the copies of the cars photos on the blog page.
 - o *Official shield of the President which has been attached to Mr. Harding's car*
 - o *Theodore Roosevelt sitting in an open carriage enroute to the US Capitol on his inauguration day tips his hat at spectators*
 - o President Woodrow Wilson loved this Pierce-Arrow so much that he bought it on the day he rode to the Capitol with outgoing president Herbert Hoover for Wilson's inauguration. It is shown outside his birth home in Staunton, Virginia
2. Have the participants complete the **What Makes You Say That? Thinking Routine**
 - a. See attached information sheet from Visible Thinking website:
 - b. http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
 - c. Discuss what is going on in the pictures and why the participants think that.
3. Show the participants the blog section of the Library of Congress website.
 - a. Click on the Science Blog called Inside Atoms: Science Technology & Business
 - b. Click on presidents in the sidebar comma scroll down to Getting Around: Presidential Wheels.
 - c. ****This is a good place to talk about copyright with pictures make sure to show participants copyright dates and the people who may have a copyright claim on the photos that could be used.**



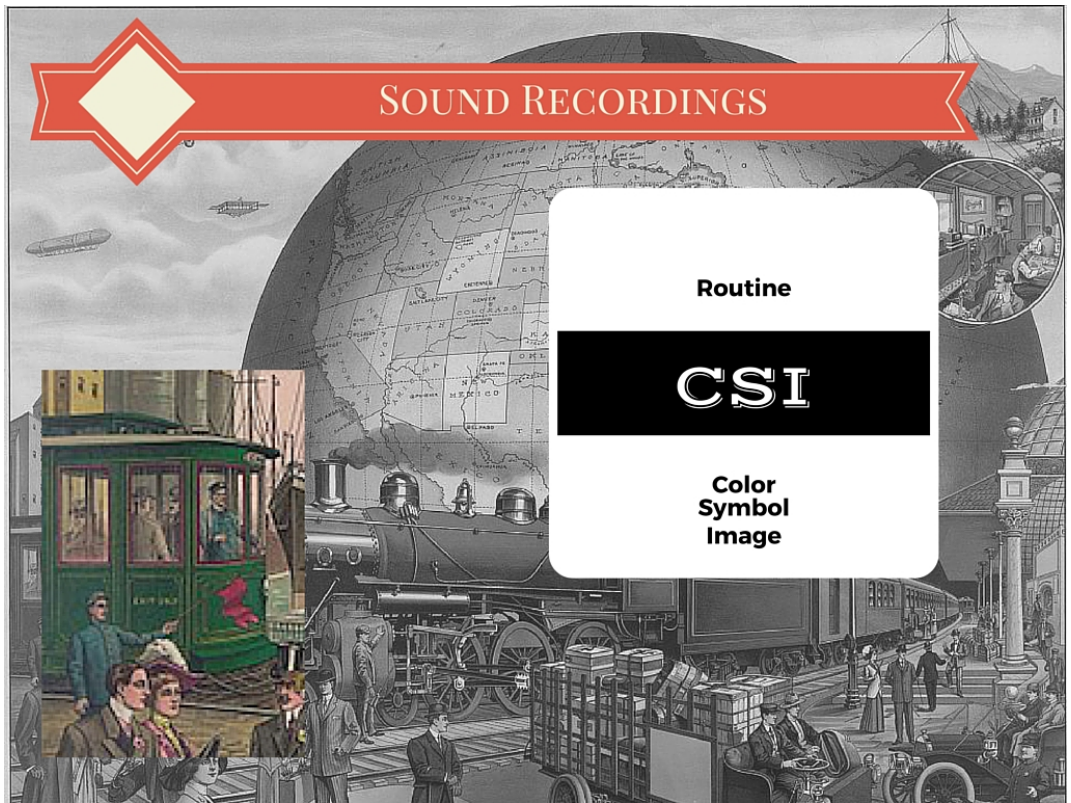
Slide 7- Maps

1. Show the participants the map section of the Library of Congress website.
2. Have the participants explore the map section of the Library of Congress website.
3. Share with the participants the **Think, Puzzle, Explore Thinking Routine**.
 - a. See attached information sheet from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
4. Activity: Have the participants discuss how they could use the Think, Puzzle, Explore Thinking Routine, in the map section of the Library of Congress website with their students.



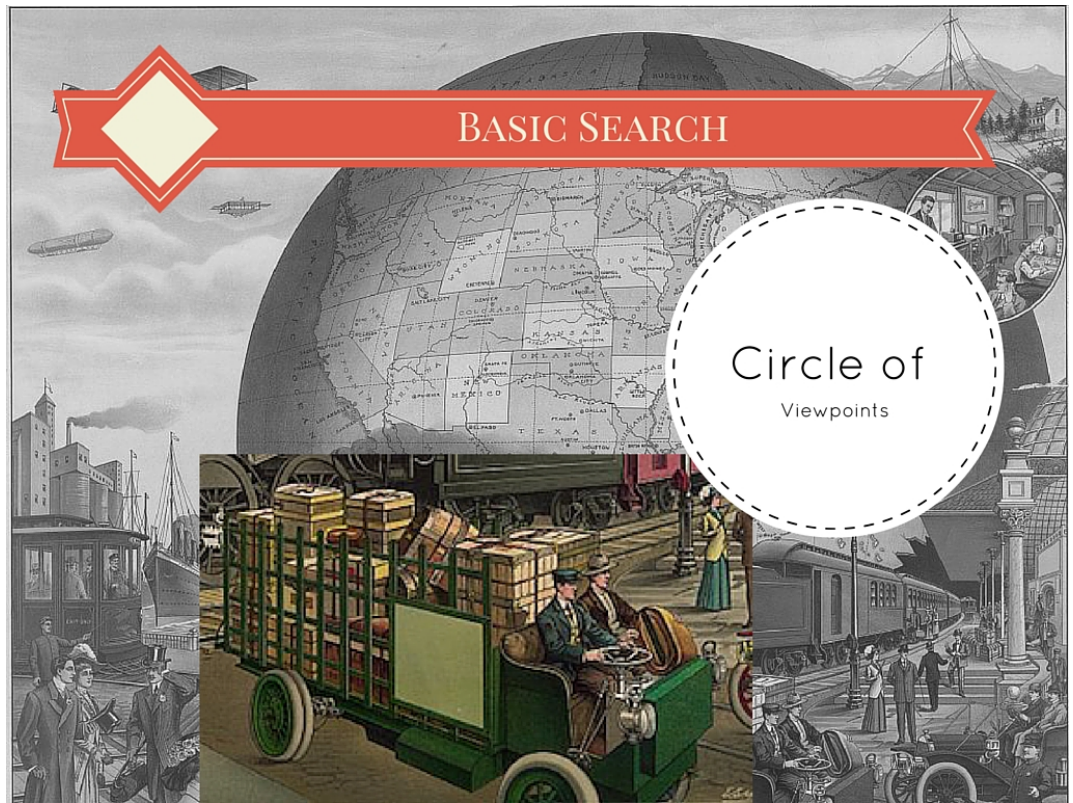
Slide 8- Films

1. Activity: Have the participants share 3 thoughts about the railroad 2 questions about the railroad and one analogy about the railroad we have today.
 - a. Have the participants watch several videos about the railroad on the Library of Congress website.
 - i. From the homepage, click on Film
 - ii. Search for Railroads
 - b. After watching the videos, create 3 new thoughts about the railroad, 2 questions about the railroad, and 1 analogy about the railroad in the early 1900's. As a bridge talk about how your thoughts about the railroads today may have changed watching the videos from the early nineteen hundreds.
2. Share the **3-2-1 Bridge Thinking Routine** with the participants.
 - a. See attached information sheet from Visible Thinking website: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html



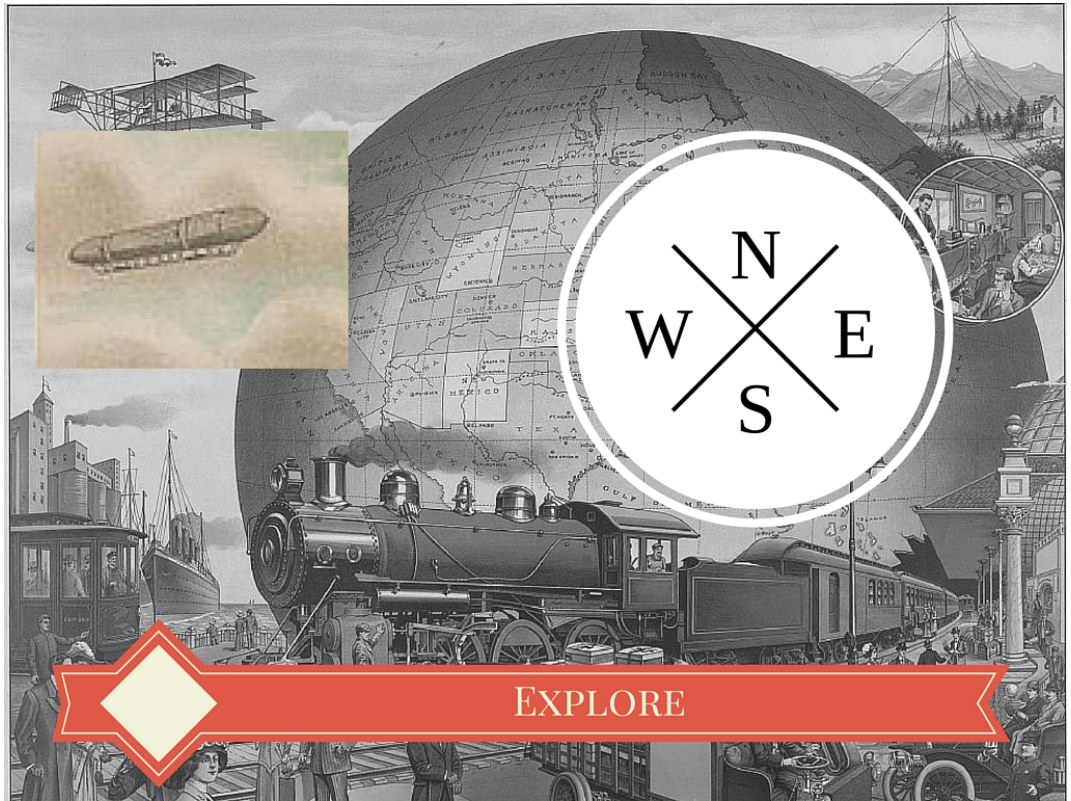
Slide 9- Sound Recordings

1. From the Library of Congress home page click on sound recordings
 - a. In the sound recording section of the Library of Congress there are musical recordings as well as oral histories that have been collected by people about many different topics.
 - b. **It is important that as a teacher you listen to the recordings first before sharing them with the students.
2. Activity: while listening to the trolley car Gallup recording we will use the **CSI: Color, Symbol, Image Thinking Routine**. Explain the routine before listening to the recording.
 - a. See attached information sheet from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html



Slide 10- Basic Search

1. Show the participants how to complete a basic search on the Library of Congress website
 - a. From the homepage typing Mulberry Street in the search box, press search.
 - b. Show the participants how to narrow your search results using the information on the left hand side bar.
 - c. Click on the picture Mulberry Street New York City
 - i. Use this picture for the **Circle of Viewpoint Thinking Routine**
 - ii. See attached information sheet from Visible Thinking website: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
2. Activity: Gives participants time to look at the picture and choose a person to answer the following questions about:
 - a. **I am thinking of** Mulberry Street **From the point of view of** ... the viewpoint you've chosen
 - b. **I think** ... describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint
 - c. **A question I have from this viewpoint is** ... ask a question from this viewpoint
3. Have a participant share their answers for b and c. Have the rest of the participants guess whose viewpoint they were talking about.



Slide 11- Explore

1. Give the participants the remainder of the time to explore the vast Library of Congress website on their own.
2. Have the participants look back at the and add to the Compass Point Thinking Routine as their post-assessment.
 - a. See attached information sheet from Visible Thinking website:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html

Conclusion:

Ask for comments questions or concerns

**Assessment/
Reflection**

The participants will complete a compass point thinking routine worksheet as their reflection of this workshop.

The Compass Point thinking routine ask the participants to fill in the following:

E = Excited

What excites you about this idea or proposition? What's the upside?

W = Worrisome

What do you find worrisome about this idea or proposition? What's the downside?

N = Need to Know

What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?

S = Stance or Suggestion for Moving Forward

What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

