

TPS Professional Development Activity

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Projected Date for Implementation: 2017-2018 school year

Title	Multiple Perspectives Of World War I
Overview	Participants will explore the Library of Congress' resources and learn about helping students analyze primary sources while focusing on World War I photographs and propaganda.
Investigative Question	How did participating countries think about and experience World War I?
Audience	This activity is best suited for social studies educators of Grades 9-12.
Time Required	1-1.5 hours. (The exact amount of time will vary based on how many participants are present and on how much participants want to discuss the primary sources they are finding and analyzing.)
Goal	This PD activity is intended to give participants an introduction (or refresher) on how to search for primary sources related to a specific topic, using the Library of Congress website. Participants will also be working on their abilities to analyze primary sources and discussing how to help their students analyze primary sources.
Standards	21st Century Learner Standards <ul style="list-style-type: none">1.1.4 Find, evaluate, and select appropriate sources to answer questions
Objectives	By the end of this PD Activity, participants will be able to: <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 loc.gov for instructional use.Analyze primary sources in different formats.Analyze a set of related primary sources in order to identify multiple perspectives.Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	Primary sources from loc.gov: <ul style="list-style-type: none">"Destroy this mad brute Enlist – U.S. Army" 1918. Harry R. Hopps. http://www.loc.gov/pictures/resource/ds.03216/"They are looking to us for help – Are you one of us? Add your bit to the Red Cross War Fund / L.N. Britton" 1917. L.N. Britton; Brooklyn, New York: Latham Litho. & Ptg. Co. http://www.loc.gov/pictures/item/2003652810/



Other resources:

- Primary Source Analysis Tool:
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
- Library of Congress website: <http://www.loc.gov>

Classroom Materials

- Computer with internet access and projector for facilitator
- White board and markers
- Copies of the LOC Primary Source Analysis Tool worksheet for each participant
- Computer with internet access for each participant
- Writing utensil for each participant

Preparation

1. Familiarize yourself with how to conduct searches on the Library of Congress website, including how to refine searches using the list that appears on the left side of the screen after the initial search.
2. Familiarize yourself with <http://www.loc.gov/teachers>
3. Print a copy of the “Primary Source Analysis Tool” worksheet for each participant
4. Make sure participants know to bring their computers and something to write with
5. Create a presentation of all of the digital resources/links/discussion questions necessary to project during the activity
 - 1st slide: “Destroy this mad brute Enlist – U.S. Army” and the question “What does the propaganda poster tell us about how the United States thought about World War I in 1918?”
 - 2nd slide: Digital version of the “Primary Source Analysis Tool” worksheet
 - 3rd slide: “They are looking to us for help – Are you one of us? Add your bit to the Red Cross War Fund / L.N. Britton” and the question “What does the propaganda poster tell us about how the United States thought about World War I in 1917?”
 - 4th slide: Link to the LOC website
 - 5th slide: Directions on how to complete a search on the LOC website (see the details listed in step 7 of the procedures). The essential question “How did participating countries think about and experience World War I?” The direction to email the permalinks of one propaganda poster and one photograph for the country the participant chose to focus on.
 - 6th slide: Final discussion question “How could you use the primary sources you found, that other participants found, or others that are available on the Library of Congress website to engage students in learning about the multiple perspectives that existed during World War I?”

Procedure

1. As participants are coming into the room, welcome them. Invite them to sit where they can clearly see the image projected on the board.
 - a. The image projected will be the primary source “Destroy this mad brute Enlist – U.S. Army”
2. Once all participants are present, explain that today’s session will focus on analyzing primary sources and finding them using the Library of Congress website. To begin, participants will be considering the propaganda poster on the board. Ask, “What does the

- propaganda poster tell us about how the United States thought about World War I in 1918?”
- a. Give each participant two minutes to independently look at the poster and prepare their responses. Then, open up the room for discussion.
 - b. Key things to point out in the poster: Which country does the gorilla represent? What is the helmet referencing? Is America safe?
 - c. Write down participants’ responses on the board.
3. Next ask, “Would all of your students be able to answer that question without a guide to analyzing primary sources?”
 - a. Participants are welcome to volunteer and share. Answers may vary, it depends on how much they already use primary sources in their classroom and whether they have a specific model for analysis that students use.
 4. Point out that students need support when analyzing primary sources. Pass out copies of the “Primary Source Analysis Tool” worksheet and introduce it as a resource from the Library of Congress. Explain that the three categories of observe, reflect, and question are not sequential steps. Instead, students can jump around as they deepen their thinking.
 - a. Answer any questions about the worksheet.
 5. Say, “We are going to practice using this worksheet with another primary source. Like with the first source, your goal is to analyze the propaganda poster and determine how the United States thought about World War I. This primary source is from 1917.”
 - a. Project the propaganda poster “They are looking to us for help – Are you one of us? Add your bit to the Red Cross War Fund/L.N. Britton.” Depending on the size of the group, announce whether participants will be analyzing this source in pairs or individually. Give them five minutes.
 6. Discussion: Ask participants to share what they wrote in each part of the worksheet. Ask if there are any questions about the worksheet itself. Ask participants if they can see the value in using this worksheet while having their students analyze primary sources.
 - a. Write down participants’ responses about the propaganda poster on the board.
 7. Point out that both of these propaganda posters were found on the Library of Congress website. Navigate there and demonstrate how to conduct a search for United States propaganda during World War I.
 - a. Point out the formats search box and change it to photos, prints, drawings.
 - b. Type in World War I and hit search.
 - c. On the left side, select United States and War Posters to refine the search.
 - d. Ask if there are any questions.
 8. Say, “Now, it is time for you to practice using the Library of Congress website to find World War I primary sources. Our essential question for today is ‘How did participating Countries think about and experience World War I?’
 9. Each of you, individually or in pairs, should work to find at least one propaganda poster and one photograph. You can focus on any country involved in World War I. When you are finished, email the permalinks to me. Be prepared to discuss how students could use

the “Primary Source Analysis Tool” worksheet to investigate and learn about how that country thought about World War I.”

- a. Give participants at least 10 minutes to explore the LOC website and complete this task. Circulate the room and answer questions as the participants are working.

10. When it is time to present, project the images each participant sent links to and have them share with everyone else.

11. After all of the presentations, mention that searching can take time. If participants are short on time, they can use the teachers’ page on the Library of Congress website and access lessons and collections that are already assembled.

- a. Briefly show the participants this part of the LOC website.

12. Final discussion: “How could you use the primary sources you found, that other participants found, or others that are available on the Library of Congress website to engage students in learning about the multiple perspectives that existed during World War I?”

- a. Give the participants three minutes to reflect on this question before opening up discussion.
- b. Write down ideas on the board.

13. Conclusion: Thank participants for attending. Ask if there are any remaining questions.

**Assessment/
Reflection**

Participants will be assessed on their ability to find primary sources during their work time. Participants will be assessed on their ability to use the “Primary Source Analysis Tool” worksheet during their presentations.

Participants will reflect on using primary sources to teach multiple perspectives during the final group discussion.