

TPS Level III Final Project

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School or Institution: Franklin High School - Franklin, North Carolina

Projected Date for Implementation: October/November, 2015

Title of Activity	<i>Old Newspapers Reveal Great Stuff About the Past</i>
Overview	This project will introduce adult participants to primary sources, what they are and how they can be used to inform the user of what life was like in Western North Carolina 100 years ago. The focus of information will be the Library of Congress online database of historic newspapers
Essential or Investigative Question	<i>What can historic newspapers tell us about the way people lived in Western North Carolina 100 years ago?</i>
Audience	<p>This activity is best suited for educators (library media specialists and classroom teachers) of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 4-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • <i>English Language Arts</i> • <i>Library Media</i> • <i>Literacy: Reading Language Arts</i> • <i>Social Studies</i>



Time Required	<i>One 2-Hour Coaching Session Plus One 1.5-Hour following up session</i>
Goal	Participants will: <ul style="list-style-type: none"> • learn what primary sources are • learn how to navigate the resources of the Library of Congress website • develop ideas of how primary sources can be used with students in the classroom
Standards	ISTE standards for teacher addressed in this professional development : <ul style="list-style-type: none"> • 1. Facilitate and inspire student learning and creativity • 2. Design and develop digital age learning experiences and assessments • 3. Model digital age work and learning • 5. Engage in professional growth and leadership
Objectives	<i>Select one or more TPS objectives.</i> By the end of this PD workshop, participants will be able to: <ul style="list-style-type: none"> • Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study. • Describe examples of the benefits of teaching with primary sources. • 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 a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<i>Use this section to link to the primary sources, handouts, documents, and web sites that will be used.</i> Primary sources: <ul style="list-style-type: none"> • <i>Historic Newspapers of America</i> http://chroniclingamerica.loc.gov/ <p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068159/1914-10-01/ed-1/seq-10/#date1=1900&index=11&rows=20&words=Carolina+North+Western&searchType=basic&sequence=0&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=1 Western Carolina and French Broad Hustler, October 1, 1914</p> <p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068159/1914-12-17/ed-1/seq-8/#date1=1900&sort=relevance&rows=20&words=Carolina+North+Western&searchType=basic&sequence=0&index=9&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=2 Western Carolina and French Broad Hustler, December 17, 1914</p>





	<p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068158/1911-10-12/ed-1/seq-1/#date1=1900&index=8&rows=20&words=Carolina+CAROLINA+NORTH+North+WESTERN+western+Western&searchType=basic&sequence=0&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=1 The French Broad Hustler, October 12, 1911</p> <p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068159/1913-01-23/ed-2/seq-1/#date1=1900&sort=relevance&rows=20&words=Carolina+North+Western&searchType=basic&sequence=0&index=12&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=4 The Western Carolina Democrat and French Board Hustler, Builder’s Edition, January 23, 1913</p> <p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068158/1909-05-06/ed-1/seq-8/#date1=1900&sort=relevance&rows=20&words=Carolina+North+Western&searchType=basic&sequence=0&index=4&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=2 The French Broad Hustler, Special Resort and Lake Edition, May 6, 1909</p> <p>Library of Congress Chronicling America http://chroniclingamerica.loc.gov/lccn/sn91068159/1913-05-22/ed-1/seq-8/#date1=1900&index=2&rows=20&words=Carolina+North+Western+western&searchType=basic&sequence=0&state=North+Carolina&date2=1918&proxtext=western+north+carolina&dateFilterType=yearRange&page=1</p> <p>Other resources:</p> <ul style="list-style-type: none"> • <i>Leaving Evidence of Our Lives</i> http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf • <i>What was in Lincoln’s Pockets?</i> http://www.loc.gov/search/?in=&q=lincoln%27s+pockets+when+he+was+assassinated.&new=true • <i>Primary Source Analysis Tool</i> http://www.loc.gov/teachers/primary-source-analysis-tool/ • <i>Using Primary Sources</i> http://www.loc.gov/teachers/usingprimarysources/
<p>Classroom Materials</p>	<ul style="list-style-type: none"> • <i>Desktop computers or iPads for participants (plan for BYOD if necessary)</i> • <i>Copies of Agenda for the workshop</i> • <i>Whiteboard or screen and LCD Projector</i> • <i>Handout of Primary Source Analysis Tool</i> • <i>Printouts of various historic newspaper pages</i>



Preparation	<ul style="list-style-type: none"> • <i>preview Library of Congress website- www.loc.gov</i> • <i>print copies of Historic Newspaper Pages –prepare display of printed newspaper pages from newspapers in Western North Carolina (early 1900s)</i> • <i>reserve room with white board and LCD projector</i> • <i>copy handout materials-agenda, primary source analysis tool</i> • <i>reserve access to desktop computers or iPads preferably in a lab setting</i> • <i>be sure room temperature will be comfortable for participants</i> • <i>plan for refreshments</i> • <i>prepare agenda - planning for breaks and other opportunities for movement</i>
Procedure	<p><i>Participants will:</i></p> <ul style="list-style-type: none"> • <i>participate in LOC prepared activity – Leaving Evidence of our Lives</i> • <i>participate in LOC prepared activity – What was in Lincoln’s Pockets- View video and analyze the significance of the contents of Lincoln’s pockets when he was assassinated</i> • <i>explore with presenter – Using Primary Sources site of LOC</i> • <i>work with a partner to explore LOC historic newspapers both online and printed copies</i> • <i>study the newspaper page to record facts of what they discover about life in Western North Carolina during the early 1900s</i> • <i>share with the whole group what they discovered about Western North Carolina life in that time period</i> • <i>begin plan for how they will use LOC primary sources with students in their classrooms or libraries (to be presented and reflected upon in follow up session TBA)</i>
Assessment/ Reflection	<p><i>Group discussion – Level of participation as observed by presenter – Mini presentations by participants – completed Primary Source Analysis Tool</i></p>

