TEACHING with PRIMARY SOURCES

TPS Professional Development Activity Plan

Primary Sources from the Library of Congress in International Baccalaureate Diploma Programme Classrooms

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Projected Date for Implementation: June 2016 and/or August 2016

Overview	Students in the International Baccalaureate (IB) Diploma Programme (DP) are required to complete research-based writing assessments in all subjects. Mentor teachers will be trained to direct students to use Library of Congress primary source materials.
Essential or Investigative Question	How can teachers construct an inquiry using Primary Source material from the Library of Congress to engage students, compel them to become critical thinkers, and to take ownership of their own research?
Audience	This activity is best suited for educators of the following grade levels: Grades 9-12 This activity is best suited for educators in the International Baccalaureate Diploma Programme, but may also be suitable for teachers of these subjects: - IB Core Subjects: CAS, EE, and TOK - Visual Arts - Language: English and World Languages - Library Media - Mathematics - Natural Science - History and Human Science
Time Required	This Professional Development activity will take place during: - Session I approximately 30-45 minutes - Sessions II and III, follow-up sessions of 15 minutes each
Goals	Teachers who have completed these professional development sessions will: - cultivate student inquiry skills through primary source research - promote student engagement through primary source research - develop student critical thinking skills through primary source research - stimulate student construction of knowledge through primary source research

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Objectives	Teacher-participants gain strategies for using primary sources to help students engage in learning, develop critical thinking skills and build content knowledge. Session I –30 Minutes • Analyze a primary source using Library of Congress tools • Access teaching tools and primary sources from loc.gov/teachers • Identify key considerations for selecting primary sources for instructional use (e.g. student needs and interests, teaching goals, etc.) • Access primary sources and teaching resources from loc.gov for instructional use Sessions II & III–15 Minutes each (follow-up) • Demonstrate how primary sources can support at least one teaching strategy (e.g. literacy, inquiry-based learning, historical thinking, etc.) • Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge • Create standards-based, content-informed learning experiences integrating primary sources from the Library of Congress that exemplify effective instructional practice

Digital Resources	Primary sources: A collage of photos of students in classes at Tuskegee Institute, 1902
	1. Chemistry laboratory at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *ca. 1902*
	  http://loc.gov/pictures/resource/ds.05586/
	2. Mathematics class at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *1906*
	  https://www.loc.gov/item/2013646238/
	3. Library interior at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *1906*
	  https://www.loc.gov/item/2013646241/
	4. Interior view of library reading room with male and female students sitting at tables, reading, at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *ca. 1902*
	  https://www.loc.gov/item/2009632000/
	5. History class at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *1902*
	  https://www.loc.gov/item/98503043/
	6. Mechanical Drawing class at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *ca. 1902*
	  https://www.loc.gov/item/2014646488/
	7. Tuskegee Institute faculty with Andrew Carnegie at Tuskegee Institute
	  Johnston, Frances Benjamin, 1864-1952, photographer, *1906*
	  https://www.loc.gov/item/98503059/

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Other resources:

1. Harvard University, *See, Think, Wonder* Routine, Visible Thinking Core Routines, http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

2. Library of Congress Professional Development Builder: *Understanding the Inquiry Process,* *https://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Understanding-the-Inquiry-Process.pdf*

3. Library of Congress video clip, *Inquiry and Primary Sources Overview,* Barbara Stripling, 3.30 minutes, https://www.loc.gov/search?new=true&q=primary%20source%20inquiry

4. Library of Congress Blog, searching hints, http://blogs.loc.gov/teachers/2012/05/library-of-congress-search-making-it-easier-to-find-and-use-primary-sources/

5. Library of Congress Primary Source Analysis Tool, https://www.loc.gov/teachers/primary-source-analysis-tool/

6. Read Write Think's *3-2-1 Summary Tool,* *http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf*

Classroom Materials	Necessary classroom materials and equipment: • Fully charged laptops • Projector • Wi-Fi access • Padlet application • IB Team Google Folder • Content Course Guide and Syllabus • School calendar • IB Internal Assessment due dates
Preparation	Preparation instructions for facilitator: (see Digital Resource section for links) o Request that teachers read the Professional Development Builder, *Inquiry and Primary Sources,* o Print the following handouts ▪ Harvard's *See, Think, Wonder Routine* ▪ Library of Congress' *Primary Source Analysis Tool* ▪ 3-2-1 Summary Tool o Prepare a collage of at least 3 images from Tuskegee Institute photographs o Gallery style seating o Speakers for 3.5 minute video clip from Library of Congress o Prepare a *Padlet* sticky site and share with participants during session; login in is

	NOT required of participants. (https://padlet.com) o Prepare a Google Drive Folder and share with participants; add the images from the collage o Include link to LOC Search Tool blog
Procedure	1. Prepare a team meeting agenda 2. Set up projector and sign in sheet 3. Prepare a Google Presentation with all of the subsequent items 4. Display primary source collage at beginning of meeting 5. Welcome participants 6. Conduct a *See Think Wonder* routine with Library of Congress Image Collage 7. Discuss goals, objectives, and procedures 8. Review relevant information from Professional Development Builder readings from Library of Congress, including a short passage about adult learners and the Stripling Model of Inquiry 9. Request questions from participants regarding Professional Development Builder reading assignment from Library of Congress 10. Demonstrate Library of Congress Primary Source search tool using Blog (Digital Resources) 11. Ask participants to use search tool, find an image and display on the *Padlet* 12. Pass out and require participants to complete *Primary Source Analysis Tool* 13. Ask participants to insert primary source image into Google folder 14. Review requirements for August meeting (syllabus update, research due dates, including Library of Congress dates) 15. Pass out 3-2-1 and ask participants to also mark any confusions.
Assessment / Reflection	The teacher who completes this Professional Development will be assessed as follows: Session I • Find at least one source and share on *Padlet* • Place source in IB Team Google Folder • Search for additional Content links • Begin to revise syllabus to include Library of Congress primary source links • *3-2-1* Summary Sessions II and III • Bring sample mentor research plan to IB Team Meeting • Bring syllabus revisions with due dates • Share student findings and/or course resources from the Library of Congress