

## TPS Professional Development Activity Template

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School or Institution: New Visions for Public Schools

Projected Date for Implementation: Summer 2017

<b>Title of Activity</b>	<b><i>Primary sources of our lives</i></b>
<b>Overview</b>	Primary sources of our lives asks teachers to define and identify primary sources; the activity is designed for an introductory professional development for adult learners but can be used by teachers with students.
<b>Essential Question</b>	Why do historians use primary sources to learn about past events? How can I use primary sources to learn about historical events?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b> (List those that are applicable):</p> <ul style="list-style-type: none"> <li>• <i>Designed for grades 9 – 12</i></li> <li>• <i>Can be modified for grades 3-5 and/or 6-8.</i></li> </ul> <p><b>This activity is best suited for educators of the following content areas</b> (List those that are applicable):</p> <ul style="list-style-type: none"> <li>• <i>Social Studies/ Social Sciences</i></li> </ul>



<b>Time Required</b>	5 half day PD sessions (approximately 3 hours each day)
<b>Goal</b>	<p><i>Teachers will be able to engage in an activity that explores what a primary source is.</i></p> <p><i>Teachers will learn about Library of Congress teaching with primary sources resources – including the primary source analysis tool.</i></p> <p><i>Teachers will learn how to access primary sources from the Library of Congress website and develop a primary source teaching activity.</i></p> <p><i>Teachers will share activities with their colleagues and receive feedback on their teaching activities.</i></p>
<b>Standards</b>	ISTE Standards for Teachers: 1a, 2b, 3a, 5b
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <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>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).</li> <li>• Access primary sources and teaching resources from <a href="http://loc.gov">loc.gov</a> for instructional use.</li> <li>• Analyze primary sources in different formats.</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>	<ul style="list-style-type: none"> <li>• <b>Primary sources from loc.gov:</b> <ul style="list-style-type: none"> <li>○ <i>Title:</i> Party watchfires burn outside White House</li> <li>○ <i>Date created/published:</i> January 1919</li> <li>○ <i>Creator/Author:</i> Harris &amp; Ewing, Washington, D.C. (Photographer)</li> <li>○ <i>URL:</i> <a href="https://www.loc.gov/item/mnwp000303">https://www.loc.gov/item/mnwp000303</a></li> </ul> </li> <li>• <b>Other resources:</b> <ul style="list-style-type: none"> <li>○ <i>Build and Deliver Model – Leaving Evidence of Our Lives</i> (<a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf</a>)</li> <li>○ <i>Primary Source Analysis Tool</i> – (<a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a>)</li> <li>○ <i>Library of Congress Online Modules</i> <a href="http://www.loc.gov/teachers/professionaldevelopment/selfdirected/">http://www.loc.gov/teachers/professionaldevelopment/selfdirected/</a></li> </ul> </li> </ul>
<b>Classroom Materials</b>	<i>Flip chart, post its, primary source analysis tool, laptops, and projector</i>
<b>Preparation</b>	<p><i>Before PD: Ask teachers to watch the library of congress online modules “Introduction to Library of Congress”, and read “<a href="#">Primary Sources: Gateways to Enhancing Critical Thinking in the Classroom</a>,” TPS Journal.</i></p> <p><i>Additionally, the space should be set up conducive for teachers to work in groups at times, and individually at times.</i></p> <p><i>Finally, facilitators will need: flip chart, chart paper markers, projector, computer, and post it notes as well as copies of materials indicated below. Teachers participating should bring a device (laptop, tablet, etc).</i></p>



<b>Procedure</b>	<p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>• Before PD begins: based on number of teachers, space, and other logistical constraints, pre-organize 5 – 7 bags of “trash” or piles of evidence of activities from life – the piles should contain a variety of objects that can be considered primary, secondary, or misc. items from someone’s life – each pile or bag of trash should have at least 10 – 12 items in them. Some examples of items might include the page of a fake diary, a photograph of an important historical event the person whose trash it is might have witnessed, newspaper articles, movie ticket stub, etc.</li> <li>• Start of PD: <u>Activity 1</u> - As teachers walk in, and the facilitator begins PD, have teachers assemble themselves into groups of 3 – 4 teachers per group. Instruct each group that they will have to dig through the trash of a historical figure. They will have to learn about their life and the time in which they lived. Ask teachers to sort each pile of trash into primary sources, secondary sources, and other. Ask teachers to use post it’s and document why they sorted each source into its group. Finally, ask teachers to use the primary sources to make one claim about the life of the person. Also, ask teachers reflect on what the primary sources tell them about their person and the time they lived in comparison to what the secondary sources tell them about the person and the time period they lived in. Finally, ask teachers to document the criteria they used to determine the piles – that is, primary vs. secondary, vs. other. Give teachers at least 20- 30 minutes to finish the activity. Teachers can jot their responses down on chart paper to share with the larger group.</li> <li>• <u>Activity 2:</u> Ask teachers to present their findings to the group. As the facilitator, document the criteria teachers are using to determine primary vs. secondary vs. other.</li> <li>• <u>Activity 3:</u> Adapt this portion of the build and deliver model:  <p>“Lead a full group discussion about a more public event currently happening (a court case, election, public controversy, law being debated), and as a group, have participants answer these probing questions: What kinds of evidence might this event leave behind? Primary sources? Secondary sources? Who records information about this event? How might their perspective impact their recording? Give a possible example. For what purposes are different records of this event made?”</p> </li> <li>• <u>Activity 4:</u> Ask teachers to make a timeline of their lives – with exactly 7 events. Ask teachers to document what primary sources they could use to prove that</li> </ul>
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this event happened in their lives.

- Activity 5: Ask teachers to share their timeline with a partner.
- Activity 6: Finally, ask teachers to reflect on: how often they use primary sources in the classroom, what their challenges are when engaging students in the use of primary sources to study history, and how they could adapt the activities used today for the classroom.
- Activity 7: Ask teachers to share their reflections with colleagues using a protocol that encourages a rich discussion (dialogue lines, silent graffiti, silent carousel etc).
- Activity 8: Introduce to teacher the Library of Congress online modules. Ask them to watch the “finding primary sources” module at home before Day 2.

**Day 2:**

- Prior to Day 2: At the end of day 2, teachers were asked to watch “finding primary sources” – the online LOC module at home.
- Activity 1: Teachers will enter the room and get seated. Once all teachers are seated, the facilitator will begin the PD session. Ask the teachers to sit in pairs and ask them to share two things they learned from the module. Also, ask teachers to document two questions they each still have about searching the library of congress for sources. Ask them to share these questions with the facilitator either by using post its, or a digital form (google forms, etc). Facilitator should review these questions later in the PD and answer as many as possible.
- Activity 2: In pairs, have teachers examine ONE of the following: LOC.Gov collections, Exhibits, Themed Resources, Primary Source Sets, World Digital Library, or Collection Connections. Ask teachers to be ready to share with the larger group how they could use this portion of the Library site to find a primary source for a lesson. Also, ask them to develop a list of three things to keep in mind while searching through this portion of the site.
- Activity 3: Have each pair or group of teachers present on their portion of the library site, introducing teachers to the benefits and constraints of searching this way, and their list of three things.
- Activity 4: Have teacher’s search and select one primary source based on a topic or era of history that they can design a lesson around. Ask them to



reflect on how they accessed the document (how they searched for it, what they did to find it, etc), and why they chose this primary source.

**Day 3:**

- Before Day 3 begins: Print out *this primary source from the library's collection*
- Activity 1: When teachers walk in, provide them with a copy of the primary source analysis tool and the primary source linked above (Party watchfires burn outside White House). Ask teachers to fill out the primary source analysis tool for the primary source your provided. Teachers should work independently.
- Activity 2: Ask teachers to share their tool with a partner, and compare their analysis.
- Activity 3: Ask teachers to individually reflect on how the tool supports student understanding, and how they could differentiate the tool to support different learners. Ask teachers to share their reflections in a new group of three.
- Activity 4: Facilitator leads whole group discussion asking teachers to share their thoughts about differentiation and how the tool supports student thinking. Facilitator should document differentiation strategies shared so that all teachers can access them later (chart paper, google document, etc).
- Activity 5: Ask teachers to apply the primary source analysis tool to the primary source they selected the day before to plan a teaching activity around. Ask them to reflect on whether this tool brought out anything new to them related to this primary source.
- Activity 6: Before teachers leave for the day, ask teachers to watch the Copyright module online at home.

**Day 4:**

- Activity 1: Ask teachers to work in pairs and discuss what they learned from the Copy Right module.
- Activity 2: Teachers should be given time to verify that the copy right information for the source or sources they chose for their teaching activity.
- Activity 2: Teachers should be given time to work on their teaching activity with support from the facilitator. The facilitator may wish to suggest a format for the final activity.



	<p><b><u>Day 5:</u></b> Teaching with Primary Sources Teaching Activity Symposium</p> <ul style="list-style-type: none"> <li>• <b><u>Activity 1:</u></b> Teachers should present their teaching activity to the group. Highlighting the source they chose to use and how using this primary source will deepen student understanding of the content. Teachers can provide feedback to each other using a plus delta t-chart. The right hand or plus column of the chart documents the things they liked about the teaching activity. The left hand or delta column, can document any questions they have or things they may have done differently.</li> <li>• <b><u>Activity 2:</u></b> Revision - Teachers can use feedback to revise their teaching activities and then submit them to the facilitator.</li> <li>• <b><u>Activity 3:</u></b> Reflection: Teachers should be asked to reflect on their 5 days learning about the Library of Congress and TPS program. They should be asked to write about what they think they will be most likely to use in their classroom (in addition to their teaching activity), and any further questions or support they think they may need. Facilitators can use this to provide further support, coaching, or plan subsequent PD's.</li> </ul>
<b>Assessment / Reflection</b>	<i>See above – activity 3 for day 5.</i>

