TPS Level III Final Project Template

TPS Level III workshops are designed to prepare classroom teachers, school librarians, and others, to coach, mentor, and/or lead professional development events with/for colleagues. Those who complete a TPS Level III workshop, implement their planned final project, and report back about the experience will be named TPS Coaches. This form provides an outline for planning a wide variety of such activities.

Name: Mr. David J. Divelbliss
School or Institution: Belle Vernon Area School District
Projected Date for Implementation: Fall 2015

Title of Activity	*Primary Sources, the Battle of Gettysburg, and the Killer Angels*
Overview	*During this workshop, the participants will each read a selected passage from Michael Shaara's novel "The Killer Angels" and will then examine primary sources concerning the Battle of Gettysburg using the Library of Congress to create and design a Book Backdrop. The participants will then use the Library of Congress' primary sources to complete and create a sample Book Backdrop with an age appropriate book to use in their own classroom(s) with their students.*
Essential or Investigative Question	*How can primary sources from the Library of Congress' collections enhance understanding of informational text(s) in the classroom? (Literature)*
Audience	**This activity is best suited for educators of the following grade levels** (*List those that are applicable):* • *Grades 6-8* • *Grades 9-12* **This activity is best suited for educators of the following content areas** (*List those that are applicable):* • *English Language Arts* • *Library Media* • *Literacy: Reading Language Arts* • *Social Studies* • *General*

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Time Required	*I estimate that this workshop could be completed in approximately (3) 60 minute sessions. This does not include, however, the pre-work that must be completed prior to the beginning of the workshop session(s). This pre-work cannot be calculated due to the time that each participant will require.*
Goal	The goal(s) of this workshop for each of the participants will be to learn how to navigate and locate various primary sources from the Library of Congress website and to determine the relevance of primary sources when creating and designing a Book Backdrop to use in their own classrooms. The participants will also be able to develop their own Book Backdrop during the course of the workshop session(s).
Standards	- AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. - AASL 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. - AASL 4.2.1 Display curiosity by pursuing interests through multiple resources. - NETS-T 2a Design or Adapt Relevant Learning Experiences That Incorporate Digital Tools and Resources to Promote Student Learning and Creativity. - NETS-T 2c Customize and Personalize Learning Activities to Address Students' Diverse Learning Styles, Working Strategies, and Abilities Using Digital Tools and Resources
Objectives	By the end of this PD Activity, participants will be able to: - 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 primary sources in different formats. - Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	*Use this section to link to the primary sources, handouts, documents, and web sites that will be used.* ***Primary Sources:*** ***Primary Source 1:*** *The Battle of Gettysburg* *1872* *Rothermel, Peter Frederick and John Sartain* - http://www.loc.gov/item/2006678602/ ***Primary Source 2:*** *Map of the Battle of Gettysburg showing positions held July 1 & July 3, 1863* *1863 to 1865* *Sneden, Robert Knox* *http://www.loc.gov/resource/gvhs01.vhs00147*

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- ***Primary Source 3:***
  - *Battle of Gettysburg/Painted by Philippoteaux*
  - *1898*
  - *Philippoteaux, Paul*
  - *http://loc.gov/pictures/resource/pga.02102/*

- ***Primary Source 4:***
  - *Portrait of General Robert E. Lee, officer in the Confederate Army*
  - *1864 March*
  - *Vannerson, Julian*
  - *http://www.loc.gov/resource/cwpb.04402/*

- ***Primary Source 5***
  - *War effects of a shell on a Confederate soldier at the Battle of Gettysburg, digital file from original stereograph, front*
  - *1863*
  - *Gardner, Alexander*
  - *http://www.loc.gov/resource/stereo.1s02909/*

- ***Primary Source 6***
  - *The Battle of Gettysburg—Prisoners belonging to Gen. Longstreet's Corps captured by Union troops marching to the rear under guard/E.F.*
  - *1863 July 3*
  - *Forbes, Edwin*
  - *http://www.loc.gov/resource/ppmsca.20557/*

- ***Primary Source 7***
  - *Gen. Pickett taking the order to charge from Gen. Longstreet , Gettysburg, July 3, 1863*
  - *C 1900 March 1*
  - *Ogden, Henry Alexander and Jones Brothers & Company, publishers*
  - *http://loc.gov/pictures/resource/cph.3a43878/*

- ***Other resources:***
  - *Leaving Evidence of Our Lives*
  - *http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/#leavingEvidence*

  - *Using Primary Sources*
  - *www.loc.gov/teachers/usingprimarysources/*

  - *Why Use Primary Sources*
  - *www.loc.gov/teachers/whyuseprimarysources/*

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	o *Waynesburg University Book Backdrops* *http://tps.waynesburg.edu/74-swpa-projects/296-book-backdrops*
Classroom Materials	*The materials that will be used in this workshop include laptop computers, a Promethean Board, a whiteboard, markers, copies of the novel The Killer Angels, primary source printouts/handouts, directions for creating a Book Backdrop from the Library of Congress, handout "Creating Book Backdrops Using the Inquiry Method", Library of Congress Primary Source Analysis Tool, and a primary source bibliographic organizer from the Library of Congress. Each participant will also be instructed to use the provided link to download a blank worksheet entitled "Book Backdrops: Connecting Literature and Primary Sources."*
Preparation	*Prior to the start of the workshop, the participants must complete each of the following tasks:* • *Read the articles entitled "Using Primary Sources" and "Why Use Primary Sources" from the Library of Congress. (www.loc.gov/teachers/usingprimarysources/ and www.loc.gov/teachers/whyuseprimarysources/ to get a better understanding of what a primary source is and how it differs from a secondary source to come prepared for the first workshop.* • *Read Introduction and Prologue to Michael Shaara's "The Killer Angels" that was provided prior to the start of the first workshop session. Bring questions on content of the text to the first workshop.* • *Bring laptop computer to access primary sources and to conduct searches using the Library of Congress (www.loc.gov)* • *Bring a copy of a fiction or non-fiction book that can be used in your classroom that is age appropriate for students.*
Procedure	1. *Participants will complete the Build and Deliver Module "Leaving Evidence of Our Lives" in small groups of 3 to 4. (http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/#leavingEvidence) Participants will discuss the module in a small group. The participants will be asked to identify examples of primary sources in their lives at the conclusion of a single day. Groups will report their criteria for a primary and a secondary source. The participants should also be able to compare and contrast both a primary source and a secondary source.* 2. *Participants will then discuss the Introduction and Prologue to the novel "The Killer Angels."* • *The participants will be asked to think and determine important dates, famous individuals, places, and any events that might have any primary source connections from the Library of Congress. These ideas will be written down on the Promethean Board by the facilitator.* 3. *Participants and the facilitator will then discuss strategies for integrating primary source images into their instruction. The participants will then work in their small groups of 3 to 4 to analyze the primary source "War effect of a shell on a Confederate soldier" using a Library of Congress Analysis Tool. The participants and the facilitator will then work to quickly present their analysis to the other groups in a group discussion. This is an example of an Inquiry Based Lesson that can be used in class with students in the future. (http://www.loc.gov/resource/stereo.1s02909/)*

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4. *Participants will then receive the handout "Creating Book Backdrops Using the Inquiry Method." The participants will be asked and instructed to read the handout for the next session. The participants will also be asked to reflect on the following question: How could creating a Book Backdrop allow students to make a deeper connection to the historical background of a book/novel that is read in class?*

Workshop Session Day 2
1. *The participants will discuss the handout "Creating Book Backdrops Using the Inquiry Method" that was assigned at the end of the first workshop session. In small groups, the participants will share ideas and strategies on how they would be able to be used in their own classroom(s).*
2. *The participants will then read a selection from "The Killer Angels." The selection is a passage from Chapter 5 in the section that is entitled July 3, 1863.*
3. *Participants will then work in small groups to discuss the selection/passage from July 3, 1863 from "The Killer Angels."*
   - *The participants will be asked to think and determine important dates, famous individuals, places, and any events that might have any primary source connections from the Library of Congress. These ideas will be written down on the Promethean Board by the facilitator as they are reviewed with the remainder of the participants in the workshop.*
4. *The participants in the workshop will be provided with copies/handouts of the primary source(s) that were created ahead of class time by the facilitator/instructor. The primary source is entitled "General Robert E. Lee, officer in the Confederate Army."*
5. *Participants and the facilitator will then discuss strategies for integrating this primary source image into their instruction. The participants will then work in their small groups of 3 to 4 to analyze the primary source "General Robert E. Lee, officer in the Confederate Army" using a Library of Congress Analysis Tool. The participants and the facilitator will then work to quickly present their analysis to the other groups in a group discussion.*
6. *The participants will then receive both a paper copy and an electronic copy to download of the Library of Congress Book Backdrops Bibliographic Organizer-Connecting Literature and Primary Sources. Participants will fill out the bibliographic information, book type, setting, and subject using their copy of the Fiction or Non-Fiction book. Laptop computers will be used to conduct these searches during the workshop.*
7. *Participants will be instructed to locate the Cover Image and complete the Summary for the final workshop session. Participants will also be instructed to complete any additional sections that may not be completed in the day's workshop session.*

Workshop Session Day 3
1. *The participants will review and discuss the assignment from the previous workshop by displaying the Cover Image and Summary on the Promethean Board in a full class discussion.*
2. *The participants will then visit www.loc.gov to search for and record primary source connections for their book/novel. The participants will work using their laptops*

	independently.
	3. *The participants will be provided with fifteen minutes or more to locate a minimum of two primary sources for their book. The participants will be asked to use the Library of Congress Book Backdrops Bibliographic Organizer-Connecting Literature and Primary Sources to keep track of the primary sources. Electronic copies will be available to all participants.*
	4. *The participants will then be instructed to present their findings to the rest of the members of the workshop. Participants will display their Bibliographic Organizers on the Promethean Board and will be instructed to present the book that they chose, examples of primary sources that they were able to locate, and ways in which these primary sources might be used in their own classrooms during the course of the school year.*
	5. *Participants will then be instructed to provide a completed Book Backdrop that contains a minimum of (8) primary sources within two weeks of completing the workshop. This number includes the original (2) that were located and created in the workshop session.*
	6. *Participants will also be emailed a copy of an invitation to join the TPS Teacher's Network. Each participant will be encouraged to sign up and create an account. They will then be encouraged to each upload a copy of the final Book Backdrop Project on the TPS Commons.*
	7. *Participants will also be encouraged to take photographs of students using primary sources at the Library of Congress for the facilitator.*
Assessment/ Reflection	*The learners in the workshop will be assessed at the conclusion of the workshop by completing a sample Book Backdrop from the Library of Congress. The sample(s) will be started in the workshop. The participants will be able to reference the sample Book Backdrop created by the facilitator. The participants will also be instructed and encouraged to upload their final Book Backdrops to the TPS Teacher's Network on the TPS Commons page at the end of the two week period.*

Please submit final version in Word format so that the lesson plan can be vetted for publication.

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