

TPS Professional Development Activity

Caroline Grier
Matoaca Elementary School
Projected Date for Implementation: January 2018

Title	<i>Primary Sources-The future to teaching the past</i>
Overview	This professional development plan will introduce adult learners, specifically, elementary school educators, to primary and secondary sources. They will be complete an activity involving primary and secondary sources, then introduced to the Library of Congress resources and given an example of how they can be utilized in elementary school classrooms.
Investigative Question	<i>How can I use primary sources to better engage my class?</i>
Audience	This activity is best suited for educators of <ul style="list-style-type: none">● <i>Grades K-2</i>● <i>Grades 3-5</i>● <i>Social Studies/ Social Science</i>
Time	One, 2-hour session. Or two, 1-hour sessions
Goal	Teachers will teach using primary sources.
Standards	ISTE Standards for Teachers 1a, 1b, 2b, 3a, 5a, 5b
Objectives	By the end of this PD Activity, 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.● Access teaching tools and primary sources from loc.gov/teachers.● Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).● Access primary sources and teaching resources from loc.gov for instructional use.● Analyze primary sources in different formats.● Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).● Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	Primary source from loc.gov: Title: Betsey [sic] Ross Date created/published: c1908. Creator/Author: From painting by G. Liebscher. Copyright by F.A. Schneider. http://www.loc.gov/pictures/resource/cph.3g02998/ Other resources: <ul style="list-style-type: none">○ Library of Congress Teachers Page http://www.loc.gov/teachers/



- Library of Congress, Search by Standards
<http://www.loc.gov/teachers/standards/standards.php?standards=state&st=VA&gr=K&su=Social+Studies&loid=none&formLocation=homepage>
- Primary Set: Symbols of America
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/>

Classroom Materials

- Smart Board
- pens
- paper
- tape
- five receipts
- five newspaper articles
- five printed screenshots of a Facebook post
- five printed screenshots of a tweet from Twitter
- five encyclopedias
- five printed pictures of your choice from Library of Congress resources
- five handouts with listed sources and their citations
- chart paper labeled: Primary Resources in one column and Secondary resources in another column
- participants should bring a fully charged laptop

Preparation

- ✓ Send out Google Survey to professional development participants to assess their knowledge and comfort using primary resources in the classroom.
- ✓ Analyze Google Survey.
- ✓ Share Google Document with participants that will be used to post their primary source lesson plans and reflection to be completed after the session.
- ✓ Ensure Smartboard display is working and participants are notified to bring fully charged laptop to the professional development session.
- ✓ Print handouts
- ✓ Have each set of materials for all five groups set up at five tables with at least five chairs at each table.

Procedure

1. Discuss why we are here, what we will be doing, and how the session applies to everyone's work. – state the essential question
2. Ask if anyone has questions
3. Display definition of a primary source and secondary source on Smartboard.
4. Ask each group to pick a speaker.
5. Ask participants at each group to analyze and sort the materials at their table into primary and secondary sources. Tell them they will be timed and when the buzzer goes off we will discuss our choices.
6. Give participants ten minutes to complete task.
7. Once timer has gone off, ask group speaker to come up and tape one resources at a time on the chart paper labeled: Primary Resources/ Secondary Resources.
8. Ask group speaker to explain why the resource is either a primary resource or a secondary resource.
9. Ask everyone if they agree or disagree. Allow discussion.
10. Thank participants for completing the activity.

11. Tell participants how it can be challenging to find engaging activities for some social studies lessons and how you may feel that no matter what you Google and Pinterest, you can't find lessons or activities that successfully teach the lesson while engaging the students. Then tell them how professional development with the Library of Congress can change all that.
12. Tell participants how they can use primary resources in their classrooms that align directly with our Standards of Learning.
13. Tell them about the Library of Congress teacher page while displaying the teacher page.
14. Show them how to search with Virginia, grade, and subject on the Smartboard.
15. Display the results on the Smartboard and ask if anyone has any questions.
16. Ask participants for any specific social studies lesson they might be struggling with and search for it on Library of Congress.
17. Show them how to cite their sources found on Library of Congress.
18. Ask participants to create a lesson using primary sources from Library of Congress or use one already created and reflect on how the lesson went.
19. Ask participants to share their lesson and reflection on Google Drive and share with fellow participants.

**Assessment/
Reflection**

Each teacher will create a lesson using primary sources from the Library of Congress or utilize a Library of Congress lesson plan and reflect on it. The lessons will be previewed during the second session on a PowerPoint shown on a Smart Board.