Professional Development Activity/Plan Template

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School or Institution: Timbo Schools, Mountain View School District
Projected Date for Implementation: July 17, 2014 (Level Up Your Library Media Program!)

Title of Activity	Primary Sources: The Key to Library/Classroom Collaboration
Overview	Part of a six hour session on the library media specialists' role in the CCSS, these activities explore the SCIM-C historical inquiry method and book backdrops connecting literature and primary sources focusing on library/classroom collaboration.
Essential or Investigative Question	How can I use primary sources to facilitate (foster) collaboration with my teachers?
Audience	**This activity is best suited for educators of the following grade levels** • Grades K-2 • Grades 3-5 • Grades 6-8 • Grades 9-12 **This activity is best suited for educators of the following content areas** • Library Media
Time Required	2 ½ hours
Goal	The goals of the session are to familiarize library media specialists with available primary sources at the LOC along with some strategies for use in collaboration with teachers in teaching the Common Core State Standards.
Objectives	1. Describe how teaching with primary sources addresses the Common Core State Standards providing opportunities for collaboration. 2. Access teaching tools and primary sources from loc.gov/teachers 3. Analyze a set of related primary sources in order to identify multiple perspectives. 4. Describe at least one teaching strategy using primary sources you can use in the media center or for collaboration with teachers.
Digital Resources	• ***Primary sources:*** ◦ Appendix A: SCIM-C Activity ◦ Appendix B: Book Backdrops Activity • ***Other resources:*** ◦ Teaching With Primary Sources Journal http://www.loc.gov/teachers/tps/journal/common_core/pdf/common_core.pdf ◦ SCIM-C Historical Inquiry http://www.historicalinquiry.com/scim/index.cfm ◦ SCIM-C http://teachingdigitalhistory.ning.com/profiles/blogs/scimc-explained ◦ TPS Direct Build and Deliver Modules http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/ ◦ TPS Direct Book Backdropshttp://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/pdf/Book-Backdrops.pdf

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http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/

- o Appendix C – SCIM-C
- o Appendix D – "Creating Book Backdrops Using the Inquiry Method" from TPS Direct Module, Book Backdrops

- *Preparation/Background Resources (workshop activities before PS activities):*
    - o Implementing the Common Core State Standards: The Role of the Teacher Librarian
      http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf
    - o Knowledge Quest - Implementing the Common Core State Standards: What is the School Librarian's Role?
      Academic Search Elite; EBSCOHost Jan/Feb. 2014 Knowledge Quest
    - o CCSS Anchor Standards for Writing
      http://www.corestandards.org/ELA-Literacy/CCRA/W/
    - o AR Library Media Frameworks
      http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/library-media
    - o TESS for Library Media Specialists
      http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/library-media-specialist-tess-documents
    - o Teaching Students to Think in the Digital Environment: Digital Literacy and Digital Inquiry by Barbara Stripling
        - ▪ http://www.schoollibrarymonthly.com/articles/Stripling2010-v26n8p16.html
- *Print Handout Materials:*
    - o SCIM-C
        - ▪ Copy of Questions for Each Level
        - ▪ SCIM-C Worksheet
            - ▪ http://soe.unc.edu/hoh/file.php?id=SCIM-C_Worksheet.pdf
        - ▪ Copies of Primary Sources
    - o Creating Book Backdrops Using the Inquiry Method
        - ▪ TPS Direct Creating Book Backdrops
            - ▪ http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/

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Classroom Materials

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Chart paper
Digital Projector
Computers
Markers
Handouts (digital and print)
Sticky Notes
Highlighters

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Preparation	Prior to these activities, with participants… - Explore changing role of library media specialist in CCSS recognizing need for collaboration with classroom teachers to meet standards - Explore CCSS Anchor Standards for Writing to recognize the need for research and various sources of information - Review Big6 Information Problem Solving and Striping's Inquiry Method as strategies for research activities Prior to these activities, facilitator… SCIM-C - Review and become familiar with SCIM-C. - Read and analyze primary sources to be used with SCIM-C activity. - Use SCIM-C to analyze *Round the World With Nellie Bly* for modeling with participants. This will need to be a brief analysis due to time constraints. - Print copies of the primary sources from Appendix A. Book Backdrops - Become familiar with the TPS Direct PD Module, Book Backdrops. - Obtain, read and become familiar with the book, Mr. Lincoln's Whiskers by Karen Winnick. - Read and understand *Creating Book Backdrops Using the Inquiry Method*, which is part of the Book Backdrops guide. - Print a copy of *Creating Book Backdrops Using the Inquiry Method* for participants. - Prepare handouts and/or links to the primary sources online. - Prepare a Pinterest Board, Google Doc, or Wiki to share resources for the Book Backdrop activity that allows collaborators to add their activity to share with the group. - Familiarize yourself with locating resources at the Library of Congress.
Procedure	**SCIM-C** Give participants the SCIM-C handout (Appendix B) copied front and back to follow along with the video introduction. Create a visual for the PD room on chart paper with the SCIM-C as they do this. Introduce SCIM-C as a way to analyze primary sources to meet CCSS by analyzing a variety of documents, comparing and synthesizing information from multiple sources, coming to a conclusion, and creating a product to share what was learned. Show the video introduction (see resources). Ask participants to consider the steps and jot down notes on their blank handout. Stop video after each step, discuss, take notes, and look at questions on the other side of the handout to fully understand the each step. - Tell participants that depending on the age of the student and your objectives, SCIM-C can be used with one or multiple resources, individually, in groups, or whole group. - Give the group the guiding question by writing it on chart paper. "Who was Nellie Bly and how can her life show us the changing world in the 1890's?" - Model SCIM-C using " Round the World With Nellie Bly." Model each step. Think aloud and take notes by projecting the image, and use sticky notes or highlighter tools in the web browse to make notes. Used different colored notes for each step except

corroborating. That will be done with the group after they have completed SCIM to add another source of information. NOTE: Depending on time, this step can be skipped. You can move to the next step, and guide teachers through each step instead.

S – Summarize
C-Contextualize
I- Inferring
M-Monitoring
C-Corroborating (done only after participants have completed their analysis)

- Divide participants into groups of four. Give each the printed copy of their primary source (Appendix A). Using the questions on the SIMC-C cards, (Appendix B), each group should work through SCIM, recording their notes on a printed copy of their primary source. (Allow ample time.)
- Jigsaw the groups with one person in each group representing the group meeting with one person from each other group to corroborate and answer the guiding historical question. "Who was Nellie Bly and how can her life show us the changing world in the 1890's?"
- Bring the group back together as a whole to debrief. Share answers to the guiding question. "Who was Nellie Bly and how can her life show us the changing world in the 1890's?"
- What might you follow up this activity with as far as a product? What type of creation could the kids make to share their findings?
- Think, pair, share…How could this strategy help you collaborate with teachers? Which teachers? Which units? How would you progress? Any topic ideas?

- **Creating Book Backdrops**
  Tell participants we are going to use their background as book specialists to look at another way to collaborate with teachers. We are going to use literature you are familiar with to connect with primary sources. We are going to choose a book, locate resources, and select a strategy for using the primary sources with students to enhance critical thinking and historical understanding of the book.
- Give a brief overview of the book, Mr. Lincoln's Whiskers, for those unfamiliar. Show a list of dates, people, and/or events YOU made while initially reading the book. This can be on chart paper, in the handout, or digital. PDF version of Mr. Lincoln's Whiskers @ foreverlearning.wikispaces.com/file/view/mrLincolnsWhiskers.pdf
- Share possible primary sources from LOC TPS Direct Module, based on your list (printed handout or link to digital version), that were found at the LOC digitally. Provide time for participants to follow links and look at some resources.
- How can these be used? Read "Creating Book Backdrops Using the Inquiry Method," from handout or link to digital version. Looking at the teaching strategies. Think, Pair, Share…What strategies would fit your curriculum? What would lend itself to collaboration with teachers?
- The Library of Congress provides Primary Source Analysis Tools and guides for their use. http://www.loc.gov/teachers/usingprimarysources/guides.html These are under Teachers/Using Primary Source Documents/Teacher's Guides and Analysis Tools at the LOC site. We are not going to be using these today, but you will want to visit those
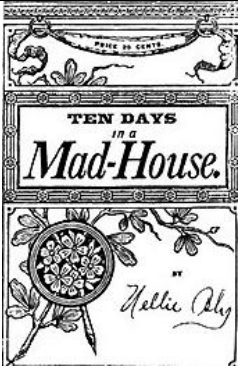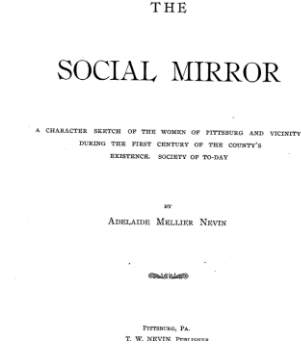

	and become familiar with them to use with students and share with teachers.
	• Look through the handout at the TPS Direct Module: Book Backdrops. Could you use this with teachers or even students?
	• TRY IT OUT. Think of a book, you might use for a Book Backdrop. You may look online to refresh you memory if needed. After you choose a book, you need to visit the Library of Congress and locate a primary source you might use with the book. Then share with the group…the grade level, book, resource, and strategy. (Share through a Pinterest Board, shared Google Doc, or Wiki.) Be prepared to share orally as well. Before you get started, let's take a look at locating resources at the Library of Congress. http://www.loc.gov/
	    o Visit Teachers/Classroom Materials to view primary source sets.
	    o Visit Digital Collections and overview searching the American Memory, Historic Newspapers, and Prints and Photographs collections.
	    o Also, share using Google operators such as using quotation marks for specific searches and doing a site search (site:loc.gov)
	    o Give participants time to complete search and record finding.
	• Stress the importance of recording findings. Sometimes it isn't always easy to find the source a second time! Participants will create their own Google Doc for recording information.
	• Share findings.
	• How could this strategy help you collaborate with teachers? Which teachers? Which units? How would you progress? Any topic ideas?

Assessment/ Reflection	-After the first activity exploring use of SCIM-C to support in inquiry learning, the participants will be asked to reflect on the activity. *(*Reflection: How could this strategy help you collaborate with teachers? Which teachers? Which units? How would you progress? Any topic ideas?) Participants will think, pair, share at the end of activity one. -After the second activity, Creating Book Backdrops, participants will explore the LOC to locate and share a possible collaboration opportunity involving a chosen book, primary sources, and a strategy to use the resources by sharing to a Pinterest Board, Google Doc, etc. This will provide a resource for participants and a way for the presenter to follow-up. Participants will view the crowd sourced list and think, pair, share…"How can these activities be used to foster collaboration with my teachers?" -Exit slips at the end of the day. "What is my first step toward using these activities with my teachers?" "Would it be beneficial to me to have follow up time with today's participants to share ideas and brainstorm ways to use primary sources to plan collaborative lessons with my teachers?" This will give the presenter information needed to prepare a follow-up in the fall if necessary.

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Appendix A
SCIM-C Activity – Nellie Bly

Thumbnail Image	Title/Author/Date	Collection/URL
SCIM-C Activity on Nellie Bly		
	Round the world with Nellie Bly—The Worlds globe circler Illus. in: The New York World. New York, N.Y. New York World, 1890 Jan. 26, p.21	Library of Congress Prints and Photographs Online Catalog http://www.loc.gov/pictures/item/2002716792/
 Image:http://en.wikipedia.org/wiki/Ten_Days_in_a_Mad-House	**Ten Days in a Mad House by Nellie Bly** Published by Ian L. Munro, New York City, NY, 1887	Amazon.com Preview http://www.amazon.com/gp/product/146369539X/ref=as_li_ss_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=146369539X&linkCode=as2&tag=vicastingcom-20
	The social mirror: a character skethc of the women of Pittsburg and vicinity during the first century of the county's existence, society of to-day. 1888 Author: Nevin, Adelaide Mellier 1988	Historic Pittsburg Digital Library http://digital.library.pitt.edu/p/pitttext/ Search for The Social Mirror. Navigate to Gifted Women, page 29.

	The Nellie Bly Hat Advertisement Pittsburg dispatch. February 12, 1890.	Library of Congress Chronicling America Historic American Newspapers Collection http://chroniclingamerica.loc.gov/lccn/sn84024546/1890-02-12/ed-1/seq-5/
	Nellie Bly Guessing Match The evening world. (New York, N.Y.), 06 Dec. 1889.	Chronicling America: Historic American Newspapers. Lib. of Congress. <http://chroniclingamerica.loc.gov/lccn/sn83030193/1889-12-06/ed-5/seq-5/
	Nellie Bly Calling Card for the Iron Clad Factory 1901 Pan American Exposition	Nellie Bly: The Pioneer Woman Journalist http://www.nellieblyonline.com/gallery

Appendix B
SCIM-C: A Scaffold/Model for Historical Inquiry

# Step 1 - Summarizing What type of historical document is the source? What specific information, details and/or perspectives does the source provide? What is the subject and/or purpose of the source? Who was the author and/or audience of the source?	# Step 2 -Contextualizing 1. When and where was the source produced? 2. Why was the source produced? 3. What was happening within the immediate and broader context at the time the source was produced? 4. What summarizing information can place the source in time and place?
# Step 3-Inferring 1. What is suggested by the source? 2. What interpretations may be drawn from the source? 3. What perspectives or points of view are indicated in the source? 4. What inferences may be drawn from absences or omissions in the source?	# Step 4-Monitoring 1. What additional evidence beyond the source is necessary to answer the historical question? 2. What ideas, images, or terms need further defining from the source? 3. How useful or significant is the source for its intended purpose in answering the historical question? 4. What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?
# Step 4-Corroborating 1. What similarities and differences between the sources exist? 2. What factors could account for these similarities and differences? 3. What conclusions can be drawn from the accumulated interpretations? 4. What additional information or sources are necessary to answer more fully the guiding historical question?	SCIM-C created by David Hicks, Virginia Tech. For more information: www.historialinquiry.com

Step 1 - Summarizing	Step 2 -Contextualizing
Step 3-Inferring	Step 4-Monitoring
Step 4-Corroborating	