

TPS Level III Final Project

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Projected Date for Implementation: September 15, 2015

Title of Activity	Primary Sources –Today and Yesterday
Overview	This activity is designed for pre-service elementary teachers with little or no experience with primary sources and the resources of the Library of Congress. One activity is designed to simply learn what a primary source is and the second activity supports pre-service teachers in considering how to use a primary source in a classroom by analyzing a photograph. Lastly, pre-service teachers are introduced to the Library of Congress website.
Essential or Investigative Question	<i>What is one activity that I can do during student teaching that incorporates a primary source?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades K-2</i> • <i>Grades 3-5</i> <p>This activity is best suited for educators of the following content areas (List those that are applicable):</p> <ul style="list-style-type: none"> • <i>English as a New Language</i> • <i>English Language Arts</i> • <i>Exceptional Needs</i> • <i>General</i> • <i>Library Media</i> • <i>Literacy: Reading Language Arts</i> • <i>Mathematics</i> • <i>Science</i> • <i>Social Studies</i> <p>This lesson can support any subject; it covers basic skills for an integrated lesson or unit.</p> <p>Aspects of this lesson are from the Build and Deliver Modules – Leaving Evidence of our Lives – https://www.loc.gov/teachers/professionaldevelopment/tpsdirect/#leavingEvidence Analyzing Photographs – https://www.loc.gov/teachers/professionaldevelopment/tpsdirect/#analyzingPhotographs</p>



Time Required	1 to 1.5 hours, depending on how much time the students want to discuss the activities. I plan to move them along.
Goal	Understand primary sources vs. secondary sources Analyze a photograph Develop basic knowledge of the Library of Congress website Develop ideas of how to use a primary source in a classroom
Standards	21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards Standard 1 – Inquire, think critically and gain knowledge Standard 2 – Draw conclusions, make informed decisions, apply new knowledge to create new situations, and create new knowledge
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 • Analyze a photograph using Library of Congress tools • Navigate the Library of Congress website
Digital Resources	<p>Manzanar, Calif, April, 1942 – boys starting a baseball game...</p> <ul style="list-style-type: none"> ○ <i>April, 1942</i> ○ http://www.loc.gov/item/2001697381 <p>New York Female “Giants”</p> <ul style="list-style-type: none"> ○ <i>July 11, 1913</i> ○ <i>Underwood & Underwood, copyright claimant</i> ○ http://www.loc.gov/pictures/item/2008677276/ <p>[Baseball]</p> <ul style="list-style-type: none"> ○ <i>Between 1923 & 1929</i> ○ <i>Harris & Ewing, photographer</i> ○ http://www.loc.gov/item/hec2013004108/ <p>Negro Marines Prepare for Action...</p> <ul style="list-style-type: none"> ○ <i>1943</i> ○ <i>Roger Smith</i> ○ http://www.loc.gov/item/owi2001024282/PP/ <p>Spectators at Pittsburg(h) – Detroit Game</p> <ul style="list-style-type: none"> ○ <i>October 1909</i> ○ http://loc.gov/pictures/item/91784621/
Classroom Materials	Smartboard Document camera, if available (more to show a usage to pre-service teachers) Receipts, e-mails, notes, current photographs Chart paper, markers Copies of LOC Analysis Tool Print copies of photographs listed above in Digital Resources Magnifying glasses Grouping sticks (model a way teachers group students)



	Print copies of <i>How to Use Primary Sources</i>
Preparation	Before class – <ul style="list-style-type: none"> ✓ print pictures so they are ready for class ✓ gather receipts and other evidence of daily life ✓ make copies of analysis tool and <i>How to Use Primary Sources</i> ✓ have chart paper and markers scattered around room so we can easily group
Procedure	<ul style="list-style-type: none"> ❖ Have participants get in groups of 3 or 4 (depending on the size of the class), providing each group with a large chart paper and marker (use grouping sticks to model this practice) ❖ Provide each group with receipt, e-mail, etc. Have the groups consider this trace evidence and consider what it tells them. Have them write it on the chart paper ❖ Have the groups share what their item was and what their thoughts were – post charts around the room ❖ Discussion (full group) – what evidence of your life do you leave behind? What type of evidence would be left behind after (current event – subject to change based on the news e.g., protests in Ferguson, Missouri) ❖ As a group on smartboard, have participants provide criteria for primary and secondary sources ❖ Introduce the LOC Analysis Tool and provide each participant with a copy and a magnifying glass (1 per group, if that is all you have) ❖ Have participants get into different groups of 3-4 and provide each group with a photograph (use grouping stick with a different color/pattern to rearrange groups) ❖ Have each group complete the graphic organizer for their photograph (provide an extra Analysis Tool so that each participant leaves with a clean copy) ❖ Time permitting, have them put a caption to their photograph ❖ Each group shares photograph and something from their group’s Analysis Tool ❖ Using SmartBoard, explain a bit about the LOC website
Assessment/ Reflection	Reflect by answering the essential question – how can I incorporate at least one primary source during my student teaching? (audience is pre-service teachers). For in-service training – how will I incorporate at least one primary source in the next week in my classroom?

