

## TPS PD Plan

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<b>Title of Activity</b>	<i>Primary Sources – the REAL DEAL for project based learning</i>
<b>Overview</b>	This 3 hour workshop is an introduction to primary sources, ways to locate the primary sources needed, lesson plans, and activities that will allow students to effectively locate and utilize primary sources from the digital collections, including the Library of Congress.
<b>Essential or Investigative Question</b>	How can we know what <i>really</i> happened in the past?
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels:</b></p> <ul style="list-style-type: none"> <li>• <i>Grades 6-8</i></li> <li>• <i>Grades 9-12</i></li> </ul> <p><b>This activity is best suited for educators of the following content areas:</b></p> <ul style="list-style-type: none"> <li>• <i>English Language Arts</i></li> <li>• <i>Library Media</i></li> <li>• <i>Literacy: Reading Language Arts</i></li> <li>• <i>Social Studies</i></li> </ul>
<b>Time Required</b>	This workshop will take 3 hours – with two 15 minute breaks.
<b>Goal</b>	<p>The goals of the workshop are:</p> <ul style="list-style-type: none"> <li>• Develop a clear understanding of primary and secondary sources for educators.</li> <li>• Develop inquiry skills.</li> <li>• Introduce them to the Library of Congress and it's many collections for educators.</li> <li>• Introduce strategies for visual literacy.</li> <li>• Introduce the many ways for teachers to utilize the LOC to benefit their classes.</li> </ul>
<b>Standards</b>	<p><b>VA SOLs – Language Arts 7</b>          Research 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <ul style="list-style-type: none"> <li>a) Collect and organize information from multiple sources including online, print and media.</li> <li>c) Use technology as a tool to research, organize, evaluate, and communicate information.</li> <li>d) Cite primary and secondary sources</li> </ul> <p><b>VA SOLs – Social Studies 7</b></p>



	<p>USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ol style="list-style-type: none"> <li>a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;</li> <li>b) make connections between the past and the present;</li> <li>c) sequence events in United States history from 1865 to the present;</li> <li>d) interpret ideas and events from different historical perspectives;</li> <li>e) evaluate and debate issues orally and in writing;</li> <li>f) analyze and interpret maps that include major physical features;</li> <li>h) interpret patriotic slogans and excerpts from notable speeches and documents;</li> </ol> <p><b>AASL</b></p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p><b>Objectives</b></p>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <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 loc.gov/teachers.</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 loc.gov for instructional use.</li> <li>• Analyze primary sources in different formats.</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li> </ul>
<p><b>Digital Resources</b></p>	<p><b>Primary sources:</b></p> <p><b>Title:</b> American Progress/ Manifest Destiny          Creator: George A Crofutt          Date Created: 1873          URL: <a href="http://www.loc.gov/item/97507547/">http://www.loc.gov/item/97507547/</a></p> <p><b>Title:</b> Mrs. Mary Rena, 46 Laight St., 3d floor front, picking nuts with dirty baby in lap. Two neighbors helping. Girl is cracking nuts with her teeth, not an uncommon sight. Mr. Rena works on dock. Location: New York, New York (State)          Creator(s): Hine, Lewis Wickes, 1874-1940, photographer          Date Created/Published: 1911 December.  <a href="http://www.loc.gov/pictures/item/ncl2004003275/PP/">http://www.loc.gov/pictures/item/ncl2004003275/PP/</a></p> <p><b>Title:</b> Rosy, an eight-year-old oyster shucker who works steady all day from about 3:00 A.M. to about 5 P.M. in Dunbar Cannery. The baby will shuck as soon as she can handle the knife. Location: Dunbar, Louisiana.          Creator(s): Hine, Lewis Wickes, 1874-1940, photographer          Date Created/Published: 1911 March.</p>



	<p><a href="http://www.loc.gov/pictures/item/ncl2004002748/PP/">http://www.loc.gov/pictures/item/ncl2004002748/PP/</a></p> <p><b>Title:</b> Boys picking slate in a great coal breaker, anthracite mines, Pa.          Creator(s): Underwood &amp; Underwood.,          Date Created/Published: New York : Underwood &amp; Underwood, publishers, c1913.          Summary: Photograph shows boys picking slate in coal breaker at anthracite mine in Pennsylvania.</p> <p><a href="http://www.loc.gov/pictures/item/2007681337/">http://www.loc.gov/pictures/item/2007681337/</a></p> <p><b>Title:</b> Glass works, night scene. Location: Indiana.          Creator(s): <u>Hine, Lewis Wickes, 1874-1940</u>, photographer          Date Created/Published: 1908 August.</p> <p><a href="http://www.loc.gov/pictures/item/ncl2004000106/PP/">http://www.loc.gov/pictures/item/ncl2004000106/PP/</a></p> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• <i>America’s Library for Educators</i>  <a href="http://www.loc.gov/teachers/professionaldevelopment/selfdirected/introduction/index.html">http://www.loc.gov/teachers/professionaldevelopment/selfdirected/introduction/index.html</a></li> <li>• <i>Infographic introducing the Library of Congress</i>  <a href="https://www.flickr.com/photos/info_grrl/8376690549/sizes/o/in/photostream/">https://www.flickr.com/photos/info_grrl/8376690549/sizes/o/in/photostream/</a></li> <li>• <i>Primary Source Analysis Tool</i>  <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf</a></li> </ul>
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>• Projector and computer</li> <li>• Laptops or computer access for participants</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Introduce the Library of Congress to staff by sharing the video – <i>America’s Library for Educators</i>.</li> <li>2. Share and discuss the info-graphic.</li> <li>3. Survey group regarding how or if they have used loc.gov.</li> <li>4. Share PowerPoint of picture puzzle for image of Manifest Destiny. Have them discuss aloud what they think as each portion of the image as it is revealed.</li> <li>5. Introduce the Primary Source Analysis Tool, both online and paper.             <ul style="list-style-type: none"> <li>○ Group discussion about how to utilize these resources</li> </ul> </li> <li>6. Model the second example of an image puzzle using image of “Girl cracking nuts with her teeth.” As a whole group, complete the online analysis tool.</li> <li>7. Give small groups either an image of children shucking oysters, children working in coal mine, or working in glass factory, along with magnifying glasses.             <ul style="list-style-type: none"> <li>○ Hand out Primary Source Analysis tool and have tables work together to analyze the image.</li> <li>○ Share responses and discuss this tool.</li> </ul> </li> <li>8. Have groups discuss ways historic images can be used in various classrooms.             <ul style="list-style-type: none"> <li>○ List a way in document form that can be shared as a group, as a Google doc.</li> </ul> </li> <li>9. Demonstrate ways to locate primary sources besides images. Showcase newspapers, music, cartoons, and documents.             <ul style="list-style-type: none"> <li>○ Share the teacher resources available on the Teachers Page.</li> <li>○ Demonstrate ways to search for specific materials, as well as by specific</li> </ul> </li> </ol>



	<p>standards.</p> <ul style="list-style-type: none"><li>○ Allow group to locate a lesson or activity that could be used in their classroom.</li></ul> <p>10. Have each participant briefly share-out useful resources s/he found for his own classroom.</p>
<b>Assessment/ Reflection</b>	<ol style="list-style-type: none"><li>1. Participants will locate a lesson or resource that they could use in their classroom and explain how they could use it.</li><li>2. Participants will incorporate strategies using the Primary Resource Analysis Tool to create a project based learning activity.</li></ol>

