

TPS Professional Development Activity

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Alternative Community Resource Program

Date of Implementation: December 2017

Title of Activity	Scavenging for Information: Using primary sources as a way to direct learning
Overview	Teachers/Students/Adult Learners will be introduced to the Library of Congress and utilizing a Scavenger Hunt activity, they will explore many of the topics and sources offered by loc.gov .
Investigative Question	Until you have seen something for yourself, how are you to know what something was like? Can you imagine what life was like 100, 200, 500 years ago?
Audience	This activity is best suited for educators of: <ul style="list-style-type: none">• Grades 6-8• Grades 9-12• Adult Learners This activity addresses the following content areas: <ul style="list-style-type: none">• Art/Music• English/ Language Arts• Social Studies/ Social Sciences• Technology• Mathematics• Biological/Chemical Sciences• Physical Sciences
Time	1 to 1 ½ hours
Goal	Teachers will become familiar with the primary sources that are available for use in their curricula at the Library of Congress website.



Standards

- ISTE Standard 1: **Learner**
 - **1a:** Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
 - **1c:** Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
- ISTE Standard 2: **Leader**
 - **2c:** Model for colleagues the identification, exploration, evaluation, curation, and adoption of new digital resources and tools for learning.
- ISTE Standard 4: **Collaborator**
 - **4a:** Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
 - **4b:** Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
 - **4d:** Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in learning.
- ISTE Standard 5: **Designer**
 - **5a:** Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- ISTE Standard 5: **Facilitator**
 - **6a:** Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
 - **6b:** Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
 - **6d:** Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- Learning Forward Standard for Professional Learning:
 - **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
 - **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Objectives

By the end of this PD Activity, participants will be able to:

- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
- 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.
- 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.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

Digital Resources

Primary sources from loc.gov:

[Library of Congress, Washington, D.C. Stonework. Attic. Courses]
Smithmeyer & Pelz, architect, 1892.

<https://www.loc.gov/resource/ppmsca.33568/>

[Johnstown, Pa.]

Morgan, Charles Luther, copyright claimant, c1904

<https://www.loc.gov/item/2007661512/>

This map of North America

[S.I.], 1715, Moll, Herman

<https://www.loc.gov/resource/g3300.np000058/>

Other resources:

Analysis tool

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Classroom Materials

- Computers with Internet Access (Laptop or Desktop)
- Flip Chart with Premade Chart and marker
- White/Chalk Board
- LOC Analysis tool print out
- Scavenger Hunt Printout
- Pencils/Pens for Each Participant/Pairing
- Computer for Presentation
- Computer Projector

Preparation

- Familiarize yourself with the Library of Congress Website and its search engine
- Print out enough Scavenger Hunt List and instructions for each participant. (Below)
- Go through the Scavenger Hunt List to make note of any issues with time given or time searching.
- Print out one, two, or all three of the Primary Sources in Digital Resources (Alternatively, you may present each Primary Source digitally in front of the classroom using a projector.)
- Familiarize yourself with the three primary sources

Procedure

- 1) Split class up into groups of 4 to 6 students. **(20 Minutes Total)**
- 2) Give each group one of the primary sources and an analysis tool
 - a) Have each mini group begin a discussion and fill out the analysis tool based on the primary source they have been given, pointing out as many details as they can.
 - b) Each Breakout Group will get the chance to discuss their findings in the Primary Source they looked out, pointing out what they Analyze, Question, and Infer from the piece.
 - c) Discuss what they've created and what they've learned.
 - d) Show participants where this (these) Primary Source(s) are located on [loc.gov](http://www.loc.gov).
 - e) Give all participants a moment to return to their individual seats.
- 3) Distribute Scavenger Hunt Packet. **(1 Minute)**
- 4) Show Participants how to access the Library of Congress webpage. **(1 Minute)**
- 5) Walk participants through the searching and narrowing process of navigating the search engine (Model one of the primary sources used previously.) **(5 Minutes)**

- 6) Participants will then be given about 20 Minutes to complete the Scavenger Hunt Packet. **(20-25 Minutes)**
 - a) Participants will be allowed to partner up if there are enough participants (or a lack of computers for each participant).
- 7) In the last ten minutes, participants will be given to opportunity to share their finds, as well as discuss any interesting things that have stood out to them about the Library of Congress. **(10 Minutes)**

**Assessment/
Reflection**

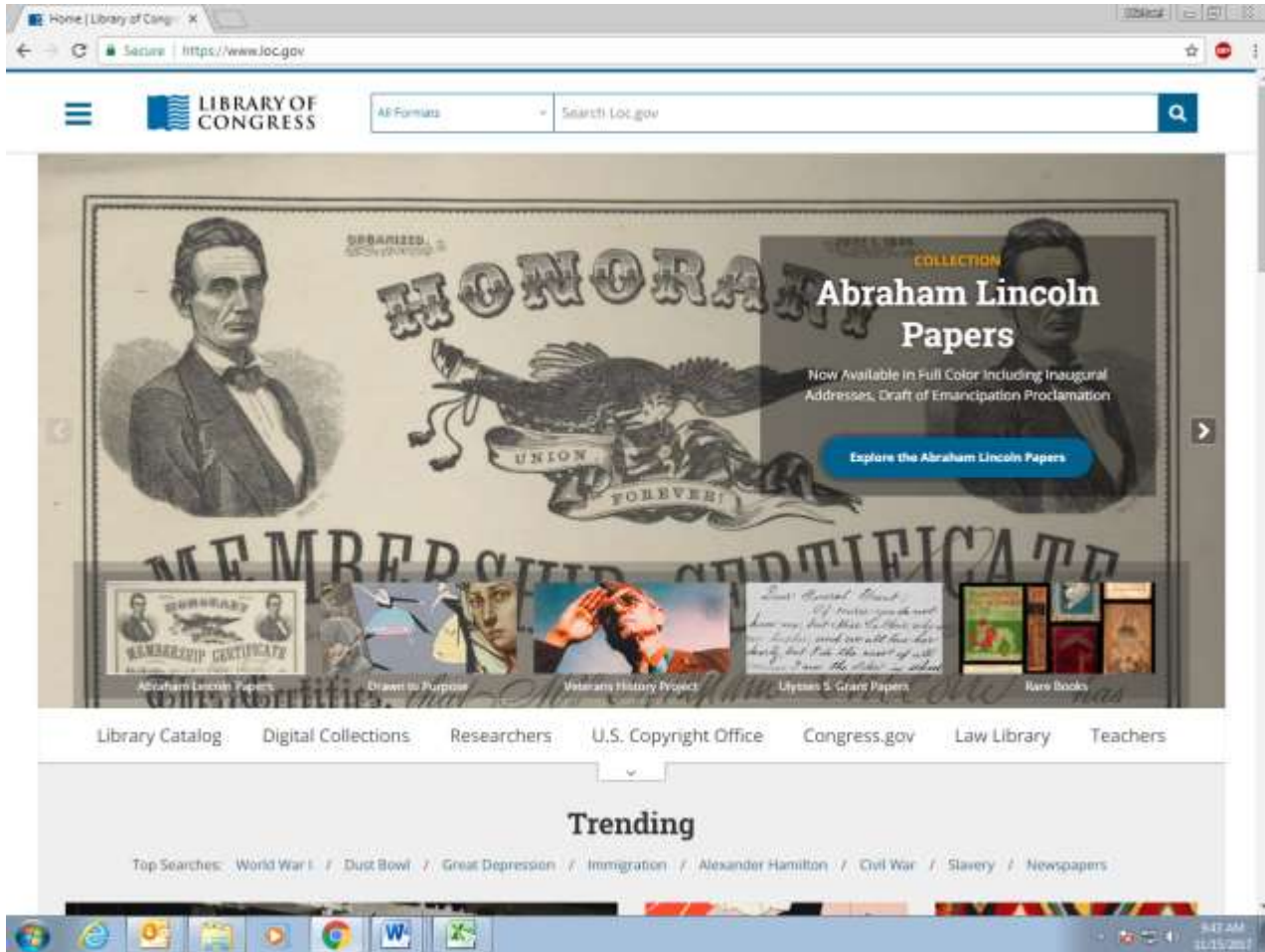
Participants will complete the worksheets, identifying anything about what they found to be intriguing.

Participants will locate at least one topic/primary source based in their subject matter.

Library of Congress
Scavenging for Information:
Teaching with Primary Sources

Good Morning and Welcome!

From this point on you are going to be conducting a series of searches, exploring the Library of Congress Website and building a lexicon of Primary Sources that can be used in the classroom. By following along with the Facilitator you (and your partner) should be on the Library of Congress Homepage, which looks like this:



The center image will be different depending on the date of this activity, but overall the website is the same. Follow along with the Facilitator to find the first of Primary Sources you will be discovering.

SCAVENGER HUNT

After being given a guided tour of the LoC website and locating your first Primary Source, you are now in control of what you wish to find. Follow the prompts in the scavenger hunt below and tally your points at the end. Make sure you jot down the link for each, and answer all questions provided along with it.

- 1) Go to the search bar on the top of the Library of Congress Website. Input “**Today in History**” in the search bar. If today’s date is not the first selection click on that link and follow it to the corresponding page.

Library of Congress > Digital Collections > Today in History > November > 14

Today in History - November 14

< November 14 > Select date: November 14 Go

Today's Stories: [The Library Company](#) | [Aaron Copland](#)

[Listen to this page](#)

The Library Company

Search for the following Items:

- a) What event happened today in history? (5 Pts.)
 - b) What event happened on your birthday? (5 Pts.)
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- 2) Locate a Personal Narrative of a Soldier from World War II (15 Pts.)
 - a) Describe the primary source:
 - b) Who is the author of the source?
 - c) What year is the source from?
 - d) Is there any bias in the source? Explain.

3) Find Blueprints for a Building created between 1800-1900. (10 Pts.)

4) Locate a scientific journal written about a biology topic. (10 Pts.)

5) Locate a vocal sample or film of a President before 1975. (10 Pts.)

6) Find a Newspaper from your local Newspaper about the Vietnam War. (10 Pts.)

7) Find a primary source from a woman during a period or war. (5 Pts.)

a) Bonus points if it's from 1800 or earlier. (10 Pts.)

8) Find a primary source that can be used in your class's curriculum. (10 Pts.)

9) Find a primary source involving your own hometown. (10 Pts)

Total up all of your points!

_____ / **100**