

TPS Professional Development Activity

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Title of Activity	<i>Teaching Immigration Using Primary Sources</i>
Overview	This PD activity is for middle-elementary teachers who teach a Social Studies unit on Immigration. Using the TPS Immigration primary source set, it is one activity use either as a stand-alone or in a series around the topic. It focuses on analyzing images; photos, maps and cartoons.
Investigative Question	What is risk? Do immigrants take risks, and how?
Audience	This activity is best suited for educators of grades 3-5 for these content areas: <ul style="list-style-type: none">• Art/Music• Bilingual/ESL• English/ Language Arts• Social Studies/ Social Sciences
Time Required	<i>60 – 90 minutes.</i>
Goals	<ul style="list-style-type: none">• Develop inquiry skills• Understand primary source analysis (images, maps, cartoons)• Brainstorm how primary sources can be used in their classroom.
Standards	AASL 21st Century Learner Standards: #1 Inquire, Think Critically, and Gain Knowledge, #2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. Learning Forward The Professional Learning Association: <ul style="list-style-type: none">• Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
Objectives	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none">• Describe examples of the benefits of teaching with primary sources.• Analyze a primary source using Library of Congress tools.• Access primary sources and teaching resources from loc.gov for instructional use.• Analyze primary sources in different formats.• Facilitate a primary source analysis using Library of Congress tools.• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).



**Digital
Resources***Primary sources: Maps*

- Immigrant Map to North America <https://www.loc.gov/item/98687132>
- Distribution of the foreign born population of the United States: 1890 <https://www.loc.gov/resource/g3701gm.gct00010/?sp=30>

Primary sources: Photos

- Steerage Passengers Taking Life Easy on an Ocean Liner <http://www.loc.gov/pictures/item/2005693063/>
- U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor <http://www.loc.gov/pictures/item/97501532/>
- View of Ellis Island, N.Y., looking across water toward immigration station <http://www.loc.gov/pictures/item/2001704443/>
- Goodbye to old Ireland <http://loc.gov/pictures/resource/cph.3c23731/>

Primary sources: Cartoons

- The Chinese Invasion <http://www.loc.gov/pictures/resource/cph.3c03143/>
- The Americanese wall - as Congressman [John Lawson] Burnett would build it <http://www.loc.gov/pictures/item/2006681433/>

Other resources:

- Primary source set: Immigration challenges for New Americans <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>
- Analyzing Maps Teacher's Guide and analysis form from Build and Deliver Module <http://loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Maps.pdf>
- Analyzing Photos Teacher's Guide and analysis form from Build and Deliver Module <http://loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Photographs.pdf>
Analyzing Political Cartoons Teacher's Guide and analysis form from Build and Deliver Module http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf
- Stripling Model of Inquiry Graphic from Understanding the Inquiry Process Build and Deliver Module <https://www.loc.gov/.../Understanding-the-Inquiry-Process.pdf>

**Classroom
Materials**

Projector, Screen (or Smart Board), flip chart or white board, markers, computers or laptops for each participant.
If possible, an iPad for each participant.
Copies of the primary sources and analysis tools, plus a copy of Stripling's Inquiry Model for each participant.



Preparation

- Read and familiarize yourself with the “Immigration: Challenges for New Americans Teacher’s Guide”
- View each of the primary sources
- Create folders with printed copies of the Stripling Model of Inquiry graphic, analysis teachers’ guides, tools, and the chosen primary sources from the set
- Prepare to display each of the primary sources and analysis guides on the screen. Prepare to display the Library of Congress home page and subsequently the Teachers’ Page and resources.
- Download to an iPad the Immigration Student Discover Set, familiarize yourself with its features and prepare to show on the screen, if possible.

Procedure

- 1) Welcome, introductions (if needed)
- 2) Review prior activities (if this is part of a series.)
- 3) Present Stripling’s Inquiry Model, using the graphic (if not part of prior activity.) Explain that Primary Source Analysis is inquiry.
- 4) Model the Primary Source Analysis Process
 - Pull up on the screen a photo from the primary source set and explain that we’ll be analyzing different sorts of primary sources using the primary source analysis tool to record our observations, reflections, and questions.
 - This is a good time to discuss the difference between objective observations and subjective observations, and what sort of notes should go in which column (adults have trouble with this as well as children.)
- 5) As a group, analyze the photo
- 6) Analysis practice:
 - Break into pairs and give each pair a different primary source to analyze (some get a map, some a cartoon, some a photo. This is due to time constraints)
 - When they have finished, put the images on the screen and have each group present.
 - Encourage a discussion of how this could work with their students.
 - Show participants the online analysis tool that students can use.
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
- 7) Loc.gov and finding these resources:
 - Have participants open their browsers on their computers. Ask them to go to loc.gov (show on the screen).
 - Give a quick overview of the Library of Congress homepage, pointing out the different division links (collection highlights) and other link. Provide a couple of minutes for them to explore, then move them along to the Teachers Page, showing them the teacher resource link “Especially for Teacher” just below the collection highlight on the home page.
 - Provide a couple of minutes to look at and explore the teacher home page. Get their attention and explain we are going to be focusing on the primary source sets resources. Show them the link to “Classroom Materials” and ask them to find the page. Show them the list of sets and again allow a few minutes to scroll and see what is available.
 - Have the participants open the primary source set “Immigration: Challenges for New Americans”. Let them browse and see the various types of materials in the set.
Discussion question: Which of these resources can you see using with your students?



Are there other sets that you can utilize? How can these be used to springboard to other inquiries? Can they be used for other subjects as well as Social Studies (math? ELA? Etc..) Brainstorm as a group ways to incorporate primary lessons in their classroom.

8) Student Discovery Sets:

- If time allows, show participants the downloaded Immigration Student Discovery Set on the iPad and its features. Also show them where to find them through the Teacher's Page. Point out the analysis features that are included on the eBook version.

**Assessment/
Reflection**

Students will be assessed according to the following:

- Instructor observation of teacher group in action
- Quality and completion of Primary Source Analysis Tool
- Participation in workshop discussion