

Professional Development Activity/Plan
Name: Sara Lail

School or Institution: Prince George's County Public Schools- Parkdale HS

Title of Activity	<i>The US Constitution and the Bill of Rights: Relevance to today</i>
Overview	<i>The relevance of the Founding Father's purpose in writing the Constitution as they did and today's America.</i>
Essential or Investigative Question	<i>How are the US Constitution and/or the Bill of Rights still relevant today?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 9-12</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>Social Studies</i>
Time Required	<i>2 hours</i>
Goal	Teachers will learn how to access the Library of Congress to incorporate historical documents into their curriculum as a means of showing Constitutional relevancy.
Standards	<p>Your PD Activity should reference one or more professional development standard from AASL, ISTE, or Learning Forward (formerly NSDC), as appropriate for your audience.</p> <ul style="list-style-type: none"> • 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards • ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers • Learning Forward The Professional Learning Association http://learningforward.org/standards#.U8amn_lDUk0 <p>This PD is reflective of all 3 sets of Standards listed above.</p>
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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. • Analyze a set of related primary sources in order to identify multiple perspectives. • 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.).



	<ul style="list-style-type: none"> • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Primary sources: An Exhibit <i>Creating the United States. April 12, 2008–May 5, 2012. Library of Congress</i> http://www.loc.gov/exhibits/creating-the-united-states/index.html</p> <p>Other resources:</p> <ul style="list-style-type: none"> • <i>Online Sources open to aid user as a comparative tool to the exhibit that will answer the essential question. (i.e. Political Cartoons, News Articles, and/or current events relative to students' lives)</i> • <i>LOC Primary Source Analysis Tool</i> • <i>Venn Diagram</i>
Classroom Materials	<p><i>Teacher: LCD Projector, computer, handouts</i> <i>Participant/Student: Internet Access on Phone or other computing device, Pens and Paper</i></p>
Preparation	<p><i>Facilitator needs to:</i></p> <ul style="list-style-type: none"> • <i>Review all aspects of the online exhibit</i> • <i>Determine what portion will be modeled during facilitation and what will be utilized by the participants..</i> • <i>Facilitator should have an LCD connected to their computer for modeling.</i> • <i>Facilitator should find 1 primary source other than what is in the exhibit as an example of what the participants will be looking for on their own to show the relevancy of the US Constitution and/or the Bill of Rights to today.</i> • <i>Facilitator should have a copy of the LOC's Primary Source Analysis tool for each participant to use as they work on their own.</i> • <i>Create what questions or reflections you would like on the Primary Source tool.</i> • <i>Participants/Students will need a Venn Diagram and/or a chart that they can use to Compare and Contrast what was then and what is now when looking at the US Constitution Exhibit.</i> •
Procedure	<ul style="list-style-type: none"> • 1st step: <i>Showcase the Library of Congress Website, briefly as you show them where to get teacher's tools and you make your way to the exhibit. You can have them follow along on their computer. (If they don't keep up, or get lost, just show them how to get to the exhibit straight without out any other details)</i> • 2nd step: <i>Once at the exhibit, show them the different aspects of the exhibit and explain that in the classroom they can use whatever aspect they wish, but for this specific presentation we are going to only use the "Creating the US Constitution" area. Give them about 5 minutes to explore on their own.</i> • 3rd Step: <i>Hand out the Primary Source Tool and the have the participants create a Venn Diagram on the back (or chart if that works better for an individual)</i> • 4th Step: <i>Show participants how to use the Primary Source Tool on the part of the Exhibit you are modeling. (ONLY verbally, they will need the tool when they work on their own.)</i> • 5th Step: <i>Hand out a copy of the Primary Source chosen as a comparison tool and briefly</i>



	<p>complete the Venn Diagram together (ONLY verbally, they will need this when they work on their own.)</p> <ul style="list-style-type: none"> • 6th Step: Do an informal assessment that everyone understands what they did, how they use the primary sources to complete both documents. • 7th Step: Assign the task to the Participants either as individual, in pairs, or in small groups to create a lesson, based on their own classroom subject standards, using this exhibit and another primary source to determine if in fact the US Constitution and the Bill of Rights are still relevant today.
Assessment/ Reflection	Participants are able to create a lesson plan and be able to effectively compare and contrast the founding documents to issues of today.

