

Professional Development Activity/Plan

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School or Institution: School District of Philadelphia

Projected Date for Implementation: May 2015

Title of Activity	<i>Using Library of Congress Primary Sources – Political Cartoons</i>
Overview	<i>This Professional Development (PD) is designed to provide teachers with guidance on utilizing primary sources to promote and increase students’ analytical, research and writing abilities. This PD will specifically focus on using and analyzing political cartoons.</i>
Essential or Investigative Question	<i>How can the use of political cartoons help develop my students’ analytical, research, and writing skills?</i>
Audience	<p>This activity is best suited for educators of the following grade(s):</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas(s):</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>90 minutes</i>
Goal	<p>Participants will have a clear understanding of the Library of Congress Primary Sources website and content.</p> <p>Participants will learn strategies to teach with primary sources by analyzing political cartoons.</p>
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyze a political cartoon • Explore strategies for incorporating political cartoons into instruction
Digital Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> • One nation ... indivisible http://loc.gov/pictures/item/00652246/ • Kids these days! http://loc.gov/pictures/item/00652281/ • Health coverage http://loc.gov/pictures/item/00652270/



Classroom Materials	<p>Laptop computer</p> <p>Print outs: (to be distributed to participants)</p> <ul style="list-style-type: none"> • One nation ... indivisible • Kids these days! • Craziess in schools, movies, video games - terrible! • Here - try this little dandy Health coverage • Primary Source Analysis Tool Teacher's Guide to Analyzing Political Cartoons • Primary Source Analysis Tool • Research Template • http://www.nbexcellence.org/district/research-templates.cfm • Research Paper Outline template • http://www.lghs.net/apps/download/2/gtj3o9HNsQR6mwnZyqWmf1CCV2E2tLscnCKotEvlGOh74pgH.pdf/Research%20Outline%20sheets.pdf
Preparation	<ul style="list-style-type: none"> • Become familiar with the Teacher's Guide to Analyzing Political Cartoons • Print one copy per participant of the following items: <ul style="list-style-type: none"> -Primary Source Analysis Tool -Teacher's Guide to Analyzing Political Cartoons • Cartoons: <ul style="list-style-type: none"> -One nation ... indivisible -Kids these days! -Health coverage
Procedure	<ol style="list-style-type: none"> 1. Provide an overview of the Library's home page by briefly pointing out its major features. 2. Divide participants into small groups. Explain that participants will be analyzing a political cartoon and that each group will report afterward. 3. Distribute the cartoon printouts so that the members of each group have copies of the same cartoon. 4. Ask participants to silently study their cartoon for one minute. 5. Distribute a Primary Source Analysis Tool to each participant. 6. Ask groups to work together to analyze their cartoon and record responses on the Primary Source Analysis Tool. Circulate among the groups, guiding them with the selected prompts and questions: <p>***Focus Questions (Research Topic):</p> <ol style="list-style-type: none"> a) What is happening in the cartoon? b) What was happening when this cartoon was made? c) Who do you think the audience was for this cartoon? d) What issue do you think this cartoon is about? e) What do you think the cartoonist's opinion on the issue is? f) What methods does the cartoonist's use to persuade the audience? <ul style="list-style-type: none"> ○ Remind them to go back and forth between the columns as they work. There is no correct order. 7. Remind the groups to generate one or two questions and strategies for further



	<p>investigation, if they haven't done so already.</p> <ol style="list-style-type: none"> 8. Display one of the cartoons. Ask groups who analyzed that cartoon to share some of their responses. At appropriate moments, encourage further discussion with prompts such as the following: <ul style="list-style-type: none"> ○ "What evidence led you to make that speculation in the Reflect column?" ○ "What questions and strategies do you have for further investigation?" 9. Repeat Step 7 for the other two cartoons. 10. As a whole group, discuss the following: <ul style="list-style-type: none"> ○ Why do students need to have a body of knowledge about a cartoon's topic in order to be able to interpret a cartoon? ○ What are some ways you can support students in obtaining that knowledge? ○ What are some factors you will use when choosing cartoons for use in your classroom? 11. Distribute the Teacher's Guide to Analyzing Political Cartoons. Review the three columns and the Further Investigation section and discuss. 12. Direct participants to the follow-up ideas at the bottom of the Teacher's Guide to Analyzing Political Cartoons. Ask participants to share which ideas they might use in their classroom, and what additional ideas come to mind.
<p>Assessment/ Reflection</p>	<p>Reflect on the experience and consider how political cartoons might best be incorporated into your own instruction.</p>

