TPS Professional Development Activity

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School or Institution: HW Mountz School
Projected Date for Implementation: Spring 2017

Title of Activity	Using Library of Congress resources to study Westward Expansion
Overview	This workshop will briefly explore the vast educational resources available at the Library of Congress. Participants will learn how one graphic organizer from the Library of Congress can be used to analyze primary sources of all formats - paintings, maps and song lyrics. Participants will be able to create their own primary source set to be used in their classroom.
Essential Question	How can the resources at the Library of Congress help my students understand Westward Expansion?
Audience	This activity is best suited for educators of the following grade levels: - Grades 3-5 - Grades 6-8 - Grades 9-12 This activity is best suited for educators of the following content areas: - English/ Language Arts - Social Studies/ Social Sciences
Time Required	Three 45 minute sessions
Goal	The goal of this program is to understand how to use primary sources to discuss Westward Expansion by utilizing materials available from the Library of Congress. Participants will discover the resources available at the Library of Congress and utilize these resources to teach their students.
Standards	21st Century Learner Standards 1.1.4 - Find, evaluate, and select appropriate sources to answer questions. 1.1.5 - Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.1.8 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 2.1.4 - Use technology and other informational tools to analyze and organize information. 2.1.5 - Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
Objectives	By the end of this PD Activity, participants will be able to: 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.
- 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.
- Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Digital Resources

Primary sources from loc.gov:

Title – Westward Expansion
Date created/published – 1862
Creator/Author – Immanuel Leutze
URL – https://www.loc.gov/resource/thc.5a50719/

Title – American Progress
Date created/published – 1873
Creator/Author – Crofutt, George A.
URL – https://www.loc.gov/resource/ppmsca.09855/

Title – Map Showing Indian Reservations with the Limits of the United States
Date created/published –1883
Creator/Author – Brodie, P. T. (Paul Thomas), 1866-1907 and Price, Hiram, 1814-1901
URL – https://www.loc.gov/resource/g3701g.ct002649/

Title – "I Will Go West"
Date created/published –
Creator/Author – Barrett, J. P.
URL – https://www.loc.gov/resource/sm1875.10352.0

Other resources:

Library of Congress Primary Source Analysis Tool -
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Guiding Questions for the Primary Source Analysis Tool -
https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

Classroom   Projector and screen to display the Library of Congress images
Materials   Computers with internet access for presenter and all participants

Preparation   **PRIOR TO EACH SESSION -**
- Set up a screen, laptop, and projector
- Locate the primary sources at the addresses above
- Make copies of materials

PRIOR TO DAY ONE -
- Make a copy of **American Progress by George Crofutt**. Cut the American Progress image into six sections for the activity on Day 1.
- Make copies of the **Library of Congress Primary Source Analysis Tool**

PRIOR TO DAY TWO -
- Make copies of the **Map Showing Indian Reservations with the Limits of the United States**
- Make copies of the **Library of Congress Primary Source Analysis Tool**

PRIOR TO DAY THREE -
- Send the invite to all for the https://tpsteachersnetwork.org site so they can log on and create their own albums.
- Make copies of **I Will Go West**
- Make copies of the Library of Congress Primary Source Analysis Tool

Procedure   **DAY ONE**
1. Welcome the participants and share learning goals for the session.
2. Project the image, **Westward Expansion by Immanuel Leutze**, for the participants.
3. Using the image, guide the audience through the analysis of the painting using the Library of Congress Primary Source Analysis Tool. Facilitator should use the Guiding Questions to help elicit information from the audience.
4. Distribute a copy of the Library of Congress Primary Source Analysis Tool and discuss the three components for analysis. Stress that the steps (Observe - Reflect - Question) can be visited in any order. Questions can flow from observations, reflections can flow from questions, etc.
5. Break the participants into six groups and provide each group with one of the sections of the **American Progress** image. Have the participants use the Library of Congress Primary Source Analysis Tool to analyze their section of the image.
6. After about 5 - 7 minutes have the groups share out their analysis. During the share participants should realize that they have only one part of a much larger image. Have them come together to create the larger image from their smaller sections.
7. Discuss the larger image with the group using the Library of Congress Primary Source Analysis Tool, going through the columns orally.
8. Introduce the participants to the Prints and Photographs Online Collection at the Library of Congress - http://www.loc.gov/pictures/. Discuss how the participants can use the Library of Congress Primary Source Analysis Tool with prints or photographs in their own classroom. Give participants a few minutes to search for images that they can use in their own classroom.

9. Have participants share out some of the images they selected and have participants explain how/when they might use them.
10. Questions?

DAY TWO

1. Welcome the participants and share learning goals for the session.
2. Review the Library of Congress Primary Source Analysis Tool that was introduced in the last session. Remind the participants that the steps (Observe - Reflect - Question) can be visited in any order. Questions can flow from observations; reflections can flow from questions, etc.
3. Project the **Map Showing Indian Reservations with the Limits of the United States - 1883 – P.T. Brodie and Hiram Price** for the participants. Give everyone their own copy of the map and a copy of the Library of Congress Primary Source Analysis Tool.
4. Have the participants use the map to complete the Library of Congress Primary Source Analysis Tool in small groups. Facilitator should rotate through the groups and use the guiding questions to help groups when necessary.
5. Have groups share out what they discussed and wrote on their organizers.
6. Have the participants log on to the Library of Congress website.
   Show them some of the search tips to help them locate resources
   Primary Source Sets http://www.loc.gov/teachers/classroommaterials/primarysourcesets/
   Lesson Plans http://www.loc.gov/teachers/classroommaterials/lessons/
7. Give them time to search the site to look for resources they can use in their own classroom.
8. Have participants share out some of the images they selected and have participants explain how/when they might use them.
9. Questions?

DAY THREE

1. Welcome the participants and share learning goals for the session.
2. Hand out a copy of the Library of Congress Primary Source Analysis Tool and quickly review the three parts. Remind the participants that the steps (Observe - Reflect - Question) can be visited in any order. Questions can flow from observations; reflections can flow from questions, etc.
3. Project the lyrics for the song **I Will Go West** and give each person a copy. Have them go through the graphic organizer in small groups. Facilitator should rotate through the groups and use the guiding questions to help groups when necessary.
4. After about 5 - 7 minutes have the groups share out their analysis.
5. Discuss the benefits of using the same primary source graphic organizer across multiple formats.
6. Have the participants log on to the LOC website (http://loc.gov).
   - Show them the Self-Paced Training -

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http://www.loc.gov/teachers/professionaldevelopment/selfdirected/
- Show them the Build and Deliver Training Modules - http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/
- Give them 10 minutes to explore both sites.

7. Have the participants log on to the TPS Teacher Network - https://tpsteachersnetwork.org.
- Show them how to search for albums
- Show them how to create albums
- Give them time to search for images on the Library of Congress website and upload them to an album they created

8. Questions?

Assessment/ Reflection

DAY ONE - What prints/photographs will you use in your own classroom?

DAY TWO - What Primary Source Set can you use in your classroom?

DAY THREE - How will you use the Library of Congress Primary Source Analysis Tool in your classroom? Does it need to be modified for your students? If yes, how will you modify it?