TEACHING with PRIMARY SOURCES

LIBRARY OF CONGRESS

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Projected Date for Implementation: Summer / Fall 2015

Title of Activity	*Using Online Primary Sources from the Library of Congress*
Overview	This session will allow participants to select primary sources from the Library of Congress. These primary sources will be used to create a lesson plan that will engage their students in critical thinking and/or discussion.
Essential or Investigative Question	How can I find and use primary sources in an effective lesson that will engage my students?
Audience	**This activity is best suited for educators of the following grade levels**: • Grades 6-8 • Grades 9-12 **This activity is best suited for educators of the following content areas**: • Career and Technical • English Language Arts • Library Media • Literacy: Reading Language Arts • Science • Social Studies • Related Arts (Art, Music, Technology)

Time Required	Three 1-hour online GoToMeeting sessions and three hours of independent work time for six total hours of continuing education credit.
Goal	Teachers will understand how to access the Library of Congress online resources and design an engaging lesson for their students that fits into their current curriculum.
Standards	ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers **1. Facilitate and inspire student learning and creativity** **Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness. b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments **5. Engage in professional growth and leadership.** Teachers continuously improve their professional practice, model lifelong learning, and

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	exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
	   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
	   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
	   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
	   d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

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 http://www.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. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	***Primary sources:*** Johnston, Frances Benjamin. • "Classroom scenes in Washington, D.C. public schools: studying live dog, 5th Division." 1899? From Library of Congress Prints and Photographs Division. http://www.loc.gov/pictures/item/2001703662/ Watch Fob • http://hdl.loc.gov/loc.rbc/lprbscsm.scsm1049 Button • http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbscsmscsm1049.db&recNum=1 Pocket Knife • http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbscsmscsm1049.db&recNum=2 Confederate $5 Bill • http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbscsmscsm1049.db&recNum= Glass Lens Cleaner and Buffer • http://memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbscsmscsm1049.db&recNum=6 Glasses Case • http://memory.loc.gov/cgi-

	bin/ampage?collId=lprbscsm&fileName=scsm1049/lprbscsmscsm1049.db&recNum=7 ***Other resources:*** • "Leaving Evidence of Our Lives" http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf • "Lincoln's Pockets" http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Lincolns-Pockets.pdf • *30-Second Look: Classrooms Then and Now* *http://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary_activityK-2.pdf* • Primary Source Analysis Tool *http://www.loc.gov/teachers/primary-source-analysis-tool/*
Classroom Materials	• A program for conducting online PD, such as GoToMeeting • Speakers, headset/earbuds, microphone • Strong internet connection • PowerPoint for the sessions • Syllabus including FAQ's for GotoMeeting • Lesson plan template • Journal template
Preparation	• Give proposal to my IT Director for approval. • Schedule the dates of the course. • Prepare communication email and get approval to send to staff and place on district website. • Work with Human Resources Department to complete the Act 48 paperwork and get approval. • Create syllabus to send with communication emails and post on website. • Create course registration via district website. • Complete copies of handouts and instructions (FAQ's) for how to access GoToMeeting. • Create the course documents: PowerPoint, syllabus, GoToMeeting FAQs, Lesson Template, Journal Template.
Procedure	<u>Week 1</u> 1. Introductions and syllabus discussion 2. "Leaving Evidence of Our Lives" Module and/or "Lincoln's Pockets" Activity and discussion of what primary sources are and are not. HW—Select a topic or keyword and find a two or three primary sources that could be used to create a lesson for your students. Conduct searches with your topic or keyword in the following search engines. • Global Search Use the format selection menu to select a primary source such as a map or photograph. • Advanced Google Search Scroll down the page and in the "Then narrow your results by...site or domain" and

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	type loc.gov. Record your results and be ready to share them with the class next session. Week 2 1. Discuss searching Library of Congress website—what was easy? What was more challenging? 2. Using Library of Congress tools to analyze a primary source using "30 Second Look: Classrooms Then and Now" activity. HW— Under LOC.gov>Education>Primary Sets, review the sets of primary sources already collected. Select 1 that would be of interest to your content area and review it. Be ready to share your findings next class. Refine your topic or keyword and select one primary source. Use the lesson plan format in the syllabus to develop an engaging lesson around. Week 3 1. Share lesson drafts and gather feedback. HW-Implement the lesson and share results via email to the instructor.
Assessment/ Reflection	The teacher will complete a journal response that will answer: 1. How can I find and use primary sources in an effective way that will engage my students? 2. How did your students respond to the lesson? Was it what you expected from them? Why or why not? 3. Name 1 activity you plan to use with your students? 4. Name 1 concept/activity that you would like to know more about? 5. Was this GoToMeeting course effective—why or why not?