

TPS Professional Development Activity Plan

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Title of Activity	<i>Using the Primary Sources Sets to Support NYS Social Studies C3 Toolkits</i>
Overview	<p>The purpose of this session will be to introduce Social Studies teachers to the Primary Source sets and how they can be used to supplement the inquiries/lessons they use in the classroom. Similar to the SS Toolkit Inquiries the Library of Congress Primary Source sets spotlight larger topics in an inquiry friendly format. Teachers will be working in groups to determine whether or not they would keep the provided resources in Grade 8 NY SS Toolkit or adjust the resources based upon their exposure to the Japanese Internment Primary Source on LOC.</p> <p><i>Note: We will be focusing on one of the four supporting questions of this inquiry. However, a more in depth workshop could be a follow-up to determine, given the LOC resources, could we rewrite this inquiry's supporting questions to better match the resources in the LOC Primary Source set on this topic?</i></p>
Essential or Investigative Question	<i>How do primary source pictures show Japanese's Americans lives after the bombing of Pearl Harbor? Did the US have a reasonable justification for internment?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 6-8 (more of the focus for this PD) • Grades 9-12 <p>This activity is best suited for educators of the following content:</p> <ul style="list-style-type: none"> • Library Media • Social Studies
Time Required	2 hours (intended to be a part of an inquiry or a lesson looking at the disruption of Japanese Americans' lives as a result of internment)
Goal	<ul style="list-style-type: none"> • Navigate the Library of Congress website, specifically the Teachers Section • Spotlight and Utilize the Primary Source Sets with the NYS SS Inquiries or their current curriculum • Understand the C3 Inquiry Design Model and how the LOC Primary Source Sets can help in providing the Featured Sources to answer the supporting questions in an inquiry. • Show the Primary Source Analysis Tool for Photographs to help students focus on looking a documents through an "inquiry lens". • To provide teachers with the ability to connect and utilize primary sources that aren't already provided in the NY SS Toolkit Inquiries. The goal is to provide teachers with greater options in inquiry/lesson creation than pre-selected resources included in the Toolkit.
Standards	<ul style="list-style-type: none"> • 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-



	<p>standards</p> <ul style="list-style-type: none"> • 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, and appropriateness for needs, importance, and social and cultural context. • 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. • 2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge • 3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning • 4.1.5 Connect ideas to own interests and previous knowledge and experience.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Access teaching tools and primary sources from loc.gov/teachers specifically the Japanese Internment Primary Source Set and its connection to the grade 8 Japanese Internment Inquiry. • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). In other words, do the Library of Congress resources improve the overall inquiry/lesson from the grade 8 NY SS Toolkit Inquiry? • 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. Specifically, how can the Primary Source Analysis Tool (http://www.loc.gov/teachers/usingprimarysources/guides.html) be used to support students using the Inquiries in NY SS Toolkit? • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Primary sources: Japanese Internment Primary Source Set http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/ Grade 8 NY SS Toolkit Example to be used in conjunction with Primary Source Set. For the PD we will specifically look at addressing Supporting Question #2 of the inquiry “How did internment disrupt the life of Japanese Americans?” http://www.c3teachers.org/inquiries/internment/</p>
Classroom Materials	<ul style="list-style-type: none"> • Laptops to explore the Grade 8 inquiry and the LOC resources • Hardcopies of the Primary Source Analysis Tool
Preparation	<ul style="list-style-type: none"> • Copy or access to the C3 inquiries • Background on Inquiry Design Model used in the C3 inquiries and how we will be using this format to support the LOC resources.



Procedure	<ol style="list-style-type: none"> 1. Upon entering, ask participants to sit in groups by subject area and grade level. 2. Library of Congress main page along with the link will be displayed. 3. Allow time for attendees to explore the site and introduce themselves. 4. Direct attendees to the Library of Congress (loc.gov). 5. Go to the “For Teachers” section and then click on “Primary Source sets.” Primary Source Sets are topical collections of primary sources frequently taught topics across all grade levels. 6. Have attendees review the topics for about 5 minutes 7. Explain we will be using the Japanese Interment Primary Source Set to match up with a NY SS Toolkit Inquiry. Give 5-10 minute to explore a topic they think would either fit with another inquiry in their grade level or a major unit project they work on. Discuss in their group (10-15 min total) 8. Quickly introduce the IDM model of inquiry (hopefully they should have some background in this) http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-glance.pdf. The will be able to use the downloadable template that is editable of this inquiry. 9. Explain we will be looking at supporting question #2 in the Japanese Interment. Each group will create one altered set of sources for at least question #2. <i>Consider: What sources from the LOC Primary Source Set can we use in question #2? Are there other areas of the inquiry you would restructure to use this LOC set?</i> 10. Allow for about 45 minutes of group work and collaboration. Facilitator will circulate to determine if there are any questions/issues. 11. Afterward have groups debrief. <i>Are there other inquiries to consider with the Primary Source Sets you would like to alter?</i> 12. Allow for questions. 13. Reflect on the content of the day and establish a goal for the upcoming months <i>–How will you incorporate what you just learned? --Do you understand how the Primary Source Sets can support the C3 inquiries in the NY SS Toolkit? --How else can you use the Primary Source Sets for education? --What other areas of the site (besides the Primary Source Sets) might you use?</i>
Assessment/ Reflection	<ol style="list-style-type: none"> 1. Can / Do you feel comfortable navigating the Library of Congress website? 2. Do you need more time and/or training on the Library of Congress website? If yes, how much time? On what area? 3. Was today’s PD applicable to your current duties? Please explain. 4. Will you use the resources provided to you today? Within the next year? Continuously? 5. What would have made today better? 6. What questions / comments do you have for the facilitator?

