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Title of Activity	<i>Using Primary Sources to Analyze Photographs.</i>
Overview	Participants will learn how to use the Library of Congress to find photographs that go with lessons we may be teaching, how to analyze them and develop instructional strategies to help students examine and analyze primary sources.
Essential or Investigative Question	<i>How were drugs in America historical different from the drugs of today?</i>
Audience	This activity is best suited for Health educators in Grades 6-12.
Time Required	<i>One 90 min. learning session and follow up email sessions as needed.</i>
Goal	Participants will develop inquiry skills, analyze photographs, observe a primary source analysis, develop instructional strategies to help students examine and analyze primary sources.
Standards	<p>AASL 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.</p> <p>AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>NETS-T 3b Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>NETS-T 3c Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>NETS-T 3d Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p>
Objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from 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. • 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.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ <i>The typical drug abuser</i> 1976 <i>National Institute on Drug Abuse</i>



	<p>http://www.loc.gov/item/yan1996000286/PP/</p> <ul style="list-style-type: none"> ○ <i>The Age of Drugs</i> 1900 Dalrymple, Louis, 1866-1905, artist http://www.loc.gov/resource/ppmsca.25463/ <ul style="list-style-type: none"> ● Other resources: <ul style="list-style-type: none"> ○ <i>Analyzing Photographs:</i> http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Photographs.pdf ○ <i>Primary Source Analysis Tool:</i> http://www.loc.gov/teachers/primary-source-analysis-tool/ ○ <i>Using Primary Sources:</i> http://www.loc.gov/teachers/usingprimarysources/ ○ <i>Why Use Primary Sources:</i> http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-red.pdf ○ <i>How to Use Primary Sources:</i> http://www.loc.gov/teachers/additionalresources/downloads/resources/handout-green.pdf
Classroom Materials	Smart board or projector and screen. Access to computers.
Preparation	<ul style="list-style-type: none"> ● Preview Library of Congress website- www.loc.gov Build and Deliver Module Analyzing Photographs ● Reserve room with white board and LCD projector ● Copy handout materials-agenda, primary source analysis tool ● Reserve access to desktop computers or iPads preferably in a lab setting ● Print out all handout that will be used
Procedure	<ol style="list-style-type: none"> 1. Read and understand the following Library of Congress resources before the activity: <ul style="list-style-type: none"> ● Teacher's Guide to Analyzing Photographs and Prints ● Why Use Primary Sources ● How to Use Primary Sources 2. Print one copy per participant of the items below. Keep documents separate. <ul style="list-style-type: none"> ● Teacher's Guide to Analyzing Photographs and Prints ● Primary Source Analysis Tool 3. Participate in LOC prepared activity – Analyzing Photographs 4. Explore with presenter – Using Primary Sources web page 5. Work with a partner to locate additional drug-related images on loc.gov <ul style="list-style-type: none"> ● Select an image to analyze ● Fill out Primary Source Analysis tool on the selected photograph 6. Discuss with the whole group what they found out about depictions of Drugs in America from then to now. 7. Exit slip: Reflections on the experience. How can you use the Library's resources in your own classroom?

