

Teaching with Primary Sources at Waynesburg University

Professional Development Plan

Created by Ameerah Al-Mateen as part of "Librarians as Leaders," Spring 2014

School or Institution: Baltimore International Academy

Projected Date for Implementation: Professional Development Day in September/ October

Title of Activity	<i>Using Primary Sources to Tell the Story of Early American Immigrants</i>
Overview	<i>Participants will review primary sources available through the Library of Congress and create a story about early American immigrants based on digital photos.</i>
Audience	<i>This plan is designed to meet the needs of English Language Arts teachers grades 4-8.</i>
Time Required	<i>1-2 Professional Development Days</i>
TPS Level I Goals	<ul style="list-style-type: none">• <i>Analyze a primary source using Library of Congress tools</i>• <i>Access teaching tools and primary sources from loc.gov/teachers</i>• <i>Access primary sources and teaching resources from loc.gov for instructional use</i>• <i>Analyze primary sources in different formats</i>
Essential/ Investigative Question	<i>What was it like to be an American immigrant during the turn of the century?</i>
Objectives	<i>By the end of the lesson participants will be able to:</i> <ul style="list-style-type: none">• <i>Access and explore primary sources about American immigrants on the Library of Congress website and create a story about early American immigrants.</i>• <i>Recognize the contributions immigrants made in America.</i>• <i>Utilize a variety of informational resources, in oral, written, digital, visual, and technological, formats to engage adult learners.</i>•
Library of Congress Resources/ Digital Resources	<i>Anti-German Sign</i> http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n069264 <i>The evacuation of Japanese-Americans from West Coast areas under U.S. Army war emergency order.</i> http://www.loc.gov/pictures/item/fsa1998003571/PP/

	<p>Three Chinese children standing in a room, each holding an American flag and a Chinese flag http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n089489</p> <p>Beet workers, ten years, twelve years, fourteen years and eighteen years, hoeing for father, Jacob Dill, in Sugar City, Colorado. http://www.loc.gov/pictures/item/ncl2004004199/PP/</p> <p>Immigration: Challenges for New Americans http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf</p> <p>Chinese in California 1850-1925 http://bancroft.berkeley.edu/collections/chineseinca/</p> <p>Rise of Industrial America 1876-1900 http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immants/</p> <p>http://memory.loc.gov/ammem/award99/cubhtml/theme1.html</p> <p>American Memory Timeline: Immigrants in the Progressive Era http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/</p> <p>American Memory Timeline: Immigration to the United States, 1851-1900 http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immants/</p> <p>Themed Resource: Immigration http://www.loc.gov/teachers/classroommaterials/themes/immigration/</p> <p>Interviews with Today's Immigrants http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php</p> <p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/resources3.html</p>
<p>Additional Resources</p>	<p>Related Websites</p> <p>TED: Storytelling http://www.ted.com/topics/storytelling</p> <p>The Moth http://themoth.org/tell-a-story/storytelling-tips</p>

<p>Procedure</p>	<ol style="list-style-type: none"> 1. Go to http://www.loc.gov/ 2. Scroll over the Education tab and click on the teacher resources link 3. Click the Common Core radio button 4. On the Classroom Material marquee click on the Immigration tab 5. On the left hand side, click on the German thumbnail 6. Click the next tab until you get to the last page 7. Click on the picture that states "Anti German Sign." 8. Or you can click the first link in the above section that says Library of Congress Resources/ Digital Resources. 9. Analyze the picture and provide a story that describes what you see. Imagine that you are this person(s) to create your story. Some questions to consider are: 10. What are the people thinking? 11. Describe their feelings? Where do they come from? 12. How old are they? 13. What do you think they were doing before the picture was taken? 14. What hardships do you think they will face? 15. Participant's should compare and contrast the pictures. What do they all have in common? What are some differences? 16. Repeat procedures 7-14 for the following thumbnails: Japanese, Chinese, and Russian pictures. 17. Ask participants how they would feel if they were an immigrant? 18. Have participants write their stories independently or in small groups. 19. Participants should utilize the information provided from the LOC website to help develop their story. 20. Have participant's role play from an immigrant's point of view.
<p>Standards Alignment</p>	<p>AASL.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>AASL.1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <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>CCSS.ELA-Literacy.K-2.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-Literacy.6.RI.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-Literacy.9-10.RI.1 Cite strong and thorough textual evidence to</p>

	<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.6-12.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.6-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.6-12.WHST.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.6-12.RH.2 Determine the central ideas or information of a primary or secondary source.</p> <p>CCSS.ELA-Literacy.6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, casually).</p> <p>CCSS.ELA-Literacy.6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
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