

## TPS Professional Development Activity

**Name:** Connie Rosenberger

**School or Institution:** EN Peirce Middle School, West Chester, PA

**Projected Date for Implementation:** Fall 2018

<b>Title</b>	<b>Using Primary Sources with Historical Fiction.</b>
<b>Overview</b>	This activity is designed to introduce primary sources to middle school ELA teachers. They will learn how to search LOC site for primary sources and some techniques that can be used to analyze them with students.
<b>Investigative Question</b>	How can using primary sources help readers build background knowledge before reading historical fiction?
<b>Audience</b>	This activity is best suited for English/Language Arts educators in Grades 6-12
<b>Time</b>	one three-hour session with individual follow-up/collaboration
<b>Goals</b>	Introduce/review the concept of primary sources. Teach search techniques for locating primary sources in the LOC website. Teach techniques to analyze primary sources and strategies to incorporate into instruction.
<b>Standards</b>	AASL National School Library Standards, 2018: School Librarian challenges learners to act on an information need by: Designing opportunities for learners to explore possible information sources Guiding learners to make critical choices about information sources to use Encouraging the use of information representing diverse perspectives.
<b>Objectives</b>	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"><li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li><li>• Describe examples of the benefits of teaching with primary sources.</li><li>• Analyze a primary source using Library of Congress tools.</li><li>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).</li><li>• Access primary sources and teaching resources from loc.gov for instructional use.</li><li>• Analyze primary sources in different formats.</li><li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li><li>• Facilitate a primary source analysis using Library of Congress tools.</li><li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li></ul>
<b>Digital Resources</b>	<ul style="list-style-type: none"><li>• Leaving Evidence of our Lives: <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf</a></li><li>• Teacher Resources – Planning a Search: <a href="https://youtu.be/k6eqbWvDsrk">https://youtu.be/k6eqbWvDsrk</a></li></ul>

- Zoom-In Inquiry Activity:  
[http://www.tpsnva.org/tps/step1/workshop/4/m\\_a/zooms/index.php](http://www.tpsnva.org/tps/step1/workshop/4/m_a/zooms/index.php)
- Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- Book Back Drop examples:  
<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Book-Backdrops.pdf>
- **Primary sources from loc.gov:** Oakland, Calif. Mar 1942. A large sign reading “I am an American” 1942 Mar. Lange, Dorothea. <http://www.loc.gov/pictures/item/2004665381/>

**Classroom  
Materials**

Flip Chart and Markers  
Projector and Screen  
Historical Fiction Picture Books (Teachers should bring their own copies they use in class.)  
Laptop for each

**Preparation**

- Read through the Leaving Evidence of Our Lives Activity
- Preview video about planning a search
- Make copies of Primary Source Analysis Tool
- Locate an image to use to demonstrate Primary Source Analysis Tool.
- Locate an image to use for Zoom-In Activity
- Find examples of Book Back Drops
- Set up chart paper and markers
- Set up projector
- Set up room to facilitate working in groups

**Procedure**

1. Divide students up into groups. Depending on the size of the class, groups can be 2-4 students per group.
2. Introduce Leaving Evidence of our Lives Activity. Give each group about 15 minutes to brainstorm.
3. Give groups 10 minutes to share with other groups their list of evidence.
4. Discuss what makes something a primary source.
5. Show LOC website to students. Demonstrate how to navigate around the site. Give students a few minutes to explore.
6. After they explore, show video on how to plan a search. Let students explore again and try search for something related to their novel.
7. Demonstrate how to use Primary Source Analysis Tool.
8. Demonstrate Zoom-In Activity
9. Show examples of Book Back Drops. Show link to PD activity in Teacher Resources section of LOC website. Give students a few minutes to explore.
10. Closing activity – each teacher will find at least one primary source in the LOC website and share with the rest of the class.

**Assessment/  
Reflection**

Each teacher will meet with the instructor to collaborate more fully on a lesson that includes primary sources. This lesson will be taught either in the school library or the classroom. The librarian and the classroom teacher will reflect on the success of the lesson after it is over.

