

TPS Professional Development Activity**Name:** Vincent C Genovese**School or Institution:** Bethlehem-Center School District**Projected Date for Implementation:** March 2018

Title of Activity	<i>Using the Lewis & Clark Expedition as a Means for Cross-Curricular Collaboration</i>
Overview	<i>Participants will use various resources of the Library of Congress related to the Corps of Discovery to facilitate skill development for Social Studies, English and Science teachers</i>
Essential or Investigative Question	<i>How does technology impact our ability to observe, describe and analyze the material world around us? In what way has our ability been impacted by the advancement of technology since the Lewis & Clark Expedition of 1803-1806?</i>
Audience	This activity is best suited for educators of <i>Grades 9-12</i> in the following content areas: <ul style="list-style-type: none">• <i>English/ Language Arts</i>• <i>Science</i>• <i>Social Studies/ Social Sciences</i>
Time Required	<i>1 – 90-minute whole-group session</i> <i>4 – 6 20-minute follow-up small-group sessions</i>
Goal	Participants will be able to: <ul style="list-style-type: none">• Identify and analyze primary sources.• Create a collection of related primary sources for student inquiry and analysis.• Make connections between primary sources and modern teaching standards across multiple subject/curricular areas.• Develop inquiry skills through observations, critical questioning, collaboration and reflection.• Create lessons using primary sources.
Standards	21st Century Learner Standards <ul style="list-style-type: none">1.1.9 Collaborate with others to broaden and deepen understanding.1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.3.1.2 Participate and collaborate as members of a social and intellectual network of learners.3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.



4.3.2 Recognize that resources are created for a variety of purposes.

Pennsylvania State Education Standards

Social Studies

7.1.12.A/7.1.U.A/7.1.W.A

7.3.12.A/7.3.U.A/7.3.W.A

8.1.9.B/8.1.U.B/8.1.12.A

8.3.9.B/8.3.U.B/8.3.12.B

8.3.9.C/8.3.U.C/8.3.12.C

English/Language Arts

CC.1.2.9-10.I/CC.1.2.11-12.I

Science

3.1.10.A9/3.1.12.A9/3.1.B.A9

In addition, participants will integrate selected standards in follow-up sessions.

Objectives

By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Analyze a primary source using Library of Congress tools.
- 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.
- 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

Primary sources from loc.gov:

1. “Map of Missouri River and vicinity from Saint Charles, Missouri, to Mandan villages of North Dakota : used by Meriwether Lewis and William Clark in their 1804 expedition up Missouri River” 1798. James Mackay with assistance of John Evans. <https://www.loc.gov/item/2002621122>
2. “A map of part of the continent of North America : between the 35th and 51st degrees of north latitude, and extending from 89^o degrees of west longitude to the Pacific Ocean” 1805. William Clark, Nicholas King, Meriwether Lewis. <https://www.loc.gov/item/00560525>
3. “Thomas Jefferson to Meriwether Lewis, June 20, 1803, Instructions” June 20, 1803. Thomas Jefferson. <https://www.loc.gov/item/mtjbib012509/>
4. “Benjamin Rush to Meriwether Lewis, June 11, 1803, Rules” June 11, 1803. Benjamin Rush. <https://www.loc.gov/item/mtjbib012481/>



Other resources:

1. "History of the Expedition Under the Command of Captains Lewis and Clark to the Sources of the Missouri" <https://www.wdl.org/en/item/107/>
2. "Lewis and Clark National Historic Trail brochure map" <https://www.nps.gov/lecl/planyourvisit/upload/lecl%20map.pdf>
3. Lewis and Clark National Historic Interactive Trail Atlas" <https://imgis.nps.gov/HTML/index.html?viewer=LECL>
4. "The Lewis Woodpecker (Asyndesmus lewis)" <http://laurakeller.omeka.net/items/show/5>
5. "Lewis's Woodpecker" https://www.allaboutbirds.org/guide/Lewis_Woodpecker/lifehistory
6. "Lewis's Woodpecker Trempealeau County" <https://youtu.be/OJrOrFUspyE>
7. "Journals of the Lewis & Clark Expedition, May 27, 1806" <https://lewisandclarkjournals.unl.edu/item/lc.jrn.1806-05-27>
8. "Journals of Lewis & Clark Expedition, November 12, 1804" <https://lewisandclarkjournals.unl.edu/item/lc.jrn.1804-11-12#lc.jrn.1804-11-12.01>
9. "Teacher's Guides and Analysis Tools" <http://www.loc.gov/teachers/usingprimarysources/guides.html>
10. "Notes on Indian Tribes – James Mackay 1796-1804" <http://www.loc.gov/exhibits/lewisandclark/lewis-before.html#16>

Classroom Materials

- iPads/Tablets/Laptops for each participant
- Paper copies of each primary source, analysis tool and organizer used
- Pens/Pencils
- Composition Paper
- Projector and iPad/Tablet/Laptop for facilitator
- Wi-Fi access

Preparation

1. View Library of Congress Virtual Tour of Rivers, Edens, Empires: Lewis & Clark and the Revealing of America
2. Review each primary source; complete each analysis activity
3. Photocopy appropriate number of copies of each map, various letters, Mackay's description of the Mandan Indians, Lewis's Woodpecker photo and each analysis tool.
4. Organize PowerPoint to introduce each new primary source and accompanying activity
5. Make multiple group arrangements: 1st set of groups based on grade level and the 2nd based on content/curricular area.
6. Create activity packets for each participant: 1st set of packets is the same for each participant and the subsequent packets are customized for each content/curricular group.
7. Test all iPads/Tablets/Laptops for suitability and connectivity.



Procedure

1. Open the session with a question: *What areas of our daily lives have undergone significant change due to technological developments during the past 30-40 years?*
2. Discuss the various responses from participants.
3. Tie those responses to materials and matters to be covered during this training. Some examples to highlight – maps>GPS, medicine/healthcare, transportation, scientific data collection/surveying, communication.
4. Introduce the Library of Congress' Lewis & Clark Expedition collection.
 - a. Be sure to illuminate the wealth of material and the various avenues of inquiry they present.
 - b. Present a slideshow of items via the prepared PowerPoint.
 - c. Read some excerpted instructions from Thomas Jefferson's letter to Meriwether Lewis from June 1803.
5. Distribute the 1st packet set (grade level) to each participant.

Group participants according to grade level.

6. *Introduce Activity #1 – Analyzing 3 Maps*
 - a. Distribute iPads/Tablets/Laptops as necessary.
 - b. Direct each participant to the online resources for this activity.
 - c. Instruct each grade level group to work together to complete analysis of each map.
 - d. Demonstrate how to use the analysis tool.
 - e. Instruct them to discuss their findings, compare the three maps, and identify changes in cartography from 1800 to the present.
 - f. Lead class discussion of analysis.

Introduce Activity #2 – Benjamin Rush Letter.

- a. Direct each group to the copy of the letter and the typed transcript of it.
 - b. Instruct the class to identify one specific portion of the text that seems significant/important/interesting.
 - c. Have each group discuss their choices.
 - d. Following small group discussion, have each participant read their selection to the class.
 - e. Lead a brief whole class discussion after group discussion.
6. Direct the entire class to the collection of analysis tools on loc.gov/teachers.
 7. Provide a description and explanation of appropriate use of each (especially those that will be used by the content area groups in the next activity).



Realign groups based on content/curricular area. At this point, participants will be assigned to one of three groups: Social Studies, English or Science.

Introduce Activity #3 – Curricular Grouping

8. Distribute 2nd set of material packets.
 9. Direct each group to review the materials in their 2nd packet.
 10. Read and review the instructions for each group's analysis.
 11. Briefly describe the primary source and secondary source material.
 12. Identify the web-based resources for each analysis activity.
 - *The social studies group* will compare the Mackay and Clark primary sources on the Mandan Indians.
 - *The English group* will analyze Thomas Jefferson's letter to Meriwether Lewis from June 20, 1803.
 - The science group will create a description of the Lewis Woodpecker from images and video – then compare their descriptions with that written by Lewis in his May 27, 1806 journal entry.
 - a. Each participant will complete the activity individually before sharing their findings with the group.
 - b. Each group will then be instructed to select one member to share their findings with the class.
13. Direct whole class in a discussion of potential connections to their current class curriculum.
 14. Plan for follow-up sessions for each group.
 - a. Identify a few primary sources that may be of interest for these future sessions.
 - b. Schedule dates and times for these follow-up sessions.

Assessment/ *How might these resources and activities inform your classroom instruction?*

Reflection A typical post-training reflection and survey tool will be used, surveying participants' opinions on the subject matter and how they intend to implement the information/knowledge/skills from the training. Further reflection will occur during the follow-up sessions.

