Professional Development Plan

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School: Thomas Johnson Elementary Middle School / Baltimore City Public Schools

Projected Date for Implementation: August 28, 2013

Title of Activity	*Using the Library of Congress (LOC) website to bring History to Life.*
Overview	*Using the "Performing Arts" section of LOC.org students will not only be able to study a historical time period they will be able to hear the period as history comes alive with the music of the times.*
Audience	*This plan is designed to meet the needs of educators of the following grade levels:* • *Grades K-2* • *Grades3-5* • *Grades 6-8* *This plan is designed to meet the needs of educators of the following content areas:* • *English Language Arts* • *Library Media* • *Literacy: Reading Language Arts* • *Music* • *Social Studies*
Time Required	*Offered as a 45 minute module during one of the four professional development days just prior to the start of the school year*
Goal	*TPS Level I goals:* • *Describe examples of the benefits of teaching with primary sources.* • *Access teaching tools and primary sources from loc.gov/teachers* • *Access primary sources and teaching resources from loc.gov for instructional use* • *Create a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge*
Essential/ Investigative Question	*"How can teachers' help students relate to historical moments to the level of becoming part of that event?"*
Objectives	*I -Teachers will know what information is available on the LOC.gov website in the "Performing Arts: Search Encyclopedia".* *II - Teachers will have ideas for classroom lessons that use topics found on the LOC.gov website.*

Library of Congress Resources/ Digital Resources	• *Primary sources: The following web sites contain a plethora of primary sources to peruse to find what is best suited for instructors lesson*
	
	    o ***American Civil War Music & Resources***
	    o *Last updated 11/13/2013*
	    o *The Library of Congress*
	    o *http://loc.gov/performingarts/civilwar/*
	
	    o ***Band Music from the Civil War Era***
	    o *July 20, 2000*

- o *The Library of Congress*
- o *http://memory.loc.gov/ammem/cwmhtml/cwmhome.html*

- o **A Concert for Brass Band, Voice, and Piano**
- o *Sept 27, 1974*
- o *Library of Congress*
- o *http://memory.loc.gov/ammem/cwmhtml/cwmconcert.html*

- o *Performing Arts Encyclopedia: Exploring music theater, and dance at the Library of Congress*
- o *3/17/2014 (last update)*
- o *Library of Congress*
- o *http://www.loc.gov/performingarts/*

- *Other resources: title and URL*
  - o *Performing Arts Encyclopedia*
  - o *http://www.loc.gov/performingarts/*
    - *Upcoming Concerts and Events*
    - *Special Presentations*
    - *Performing Arts Resource Guide*

  - o *Civil War and Reconstruction, 1861-1877*
  - o *http://www.loc.gov/topics/content.php?subcat=8*
    - *Civil War and Reconstruction*
    - *Abraham Lincoln*
    - *Civil War*
    - *Slavery and Abolition*

I. At the LOC.gov web site teachers will click on
  - ➢ Collection Highlights
  - ➢ Performing Arts
  - ➢ Search Encyclopedia

II. Facilitator will demonstrate using the "Check out more search options" explaining that all details of searching the encyclopedia do not have to be remembered because the site is easy to maneuver and the following help model the use of :
  - ➢ About the Encyclopedia
  - ➢ Contact Us
  - ➢ Help
  - ➢ Copyright

III. Facilitator will demonstrate one area on the site "Civil War Era Band Music" here can be found:
  - ➢ Upcoming concerts and Events (Model use of 2 different sites)
  - ➢ Full 2013 -2014 Calendar

IV. Explain how using text and sound can help bring a period to life explain
  - ➢ Teacher can use site to demonstrate or
  - ➢ Students can be assigned songs to study and report to class

V. Facilitator will model using the "Historic Events of Civil War" site

	➢ Under More Collection of Interest
	➢ Teachers will browse by topic
	  o Groups of 4 will form
	  o Each group will choose one of the four randomly distributed topics
	  o The group will examine the topic and be ready to explain what is contained on that site and how it can be used in the classroom
	    ▪ Topics Include
	      • Civil War Reconstruction, 1861-1877 (12 topics)
	      • Abraham Lincoln (5 topics)
	      • Civil War (10 topics)
	      • Slavery and Abolition (8 topics)
	  o Each group will report out (present) to the larger group

Standards Alignment	AASL 1.1.1 Follow an inquiry- based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. AASL 1.1.3 Develop and refine a range of questions to frame search for new understanding. CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CC.3.SL1.c Comprehension and Collaboration: Ask questions to check understanding of information stay on topic, and link their comments to the remarks of others. CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a format for citation. CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 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. CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

	CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. AASL 1.2.3 Demonstrate creativity by using multiple resources and formats. CC.4.SL.5 Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CC.8.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. AASL 1.3.5 Use information technology responsibly. CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Timeline for Implementation	*Teachers will get information and instruction on using the site prior to the start of school and the site should be used at the start of the new school year.*