

Professional Development Activity/Plan Template

The TPS Coaches Academy for Teachers was designed to prepare educators to lead professional development events within their school/district environment. Those who complete this course, implement their planned PD activity, and report back about the experience will be given a TPS Coaches Certificate. This form provides an outline for planning a wide variety of such activities.

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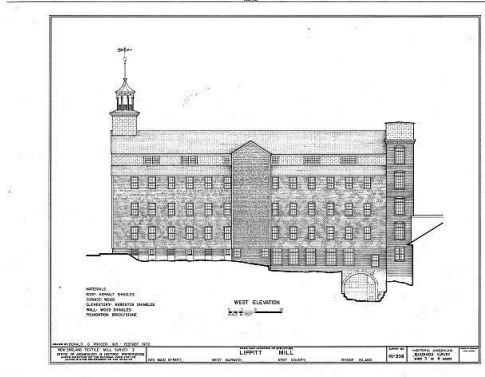
Projected Date for Implementation: Fall 2014

Title of Activity	What's A Patent, Mr. President? Primary Source Materials from the Industrial Revolution
Overview	Using primary sources from the Library of Congress, participants will analyze photographs and texts to identify both the concepts and vocabulary that support student understanding of 19 th century technological innovations. Participants will collaborate to produce and demonstrate a short lesson using Library resources.
Essential or Investigative Question	<i>How</i> can we learn about new technologies in the 19 th century by investigating primary source documents?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • 5 – 8 <p>This activity is best suited for educators of the following content:</p> <ul style="list-style-type: none"> • English as a New Language • English Language Arts • Literacy: Reading Language Arts • Mathematics • Science • Social Studies
Time Required	One 50 minute workshop session
Goal	This workshop offers teachers an overview of online Library of Congress resources as well as streamlined search suggestions for locating relevant primary materials. Teachers will become familiar with the Library's online resource analysis visual organizers while investigating the Primary Source Set-Industrial Revolution. In the group activity, participants will construct a mini-lesson plan using primary sources to teach challenging vocabulary terms. Peer interaction will facilitate collaboration between educators who face the challenge of integrating primary sources into lessons while incorporating assessment goals, literacy instruction, and standards comprehension.
Objectives	<ul style="list-style-type: none"> • Participants will be able to demonstrate at least two methods for accessing relevant primary source materials using the Library of Congress website. www.loc.gov • Participants will describe a document or image from the Library of Congress website by recording its permanent URL and completing a "primary source analysis" visual organizer focused on a resource. • Participants will analyze a Library of Congress resource to determine key vocabulary terms used to describe the relevant content of the resource. • Participants will collaborate with other workshop attendees to create a lesson plan that uses Library of Congress digitized primary resources.

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<p>Digital Resources</p>	<p>Primary sources:</p> <ul style="list-style-type: none"> ○ Library of Congress – Industrial Revolution Teacher Source Set http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/ ○ Library of Congress – “Understanding the Inquiry Process” Build and Deliver Module http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/pdf/Understanding-the-Inquiry-Process.pdf ○ Teachers Guide to Analyzing Primary Sources http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf <p>Other resources:</p> <ul style="list-style-type: none"> ○ A guidebook for mini-lessons in vocabulary: <ul style="list-style-type: none"> ▪ Marilee Sprenger’s, <u>Vocab Rehab: How do I teach vocabulary effectively with limited time?</u> (ASCD, 2014). A quick overview is located at the Middle Web site: http://www.middleweb.com/15903/ten-minute-vocabulary-lesson/
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Internet access ● Projector ● Smart board or white board ● Handouts: Primary Source Analysis Worksheets, Stripling Inquiry Cycle ● Printed copies of selected images and documents from Primary Source Set ● Flip chart ● Easel ● Markers
<p>Preparation</p>	<p>Prior to beginning the workshop:</p> <ul style="list-style-type: none"> ● Read “Teacher Guide to the Primary Source Set – Industrial Revolution.” ● Read “Inquiry Learning and Primary Sources.” ● Print copies of the Primary Source Analysis worksheet for participants. ● Print copies of the Bibliographic Organizer for working with LoC sources. ● Choose images from the Primary Source Set for participant group activity. ● For a 50 minute workshop, photographs, printed images and short texts are preferable. With more time available, multi-page text documents can be included for more time-intensive analysis. <ul style="list-style-type: none"> ● Printed on 11x17 paper, with room for annotations, these images can be effectively shared by a group. ● Prepare several copies of each image: for example, the Lippitt Mill elevation.

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- Lippitt Mill, RI Constructed in 1809, HABS document
- Prepare PowerPoint slides of steamboat images in large format to provide quick access to the source during the workshop.
- Set up the room for group work table alignment with clear sight lines for the screen or whiteboard.
- Provide tables with markers, pencils, and large format copies of images.

Procedure

- 1) Ask participants: Where can you find the original yellow ribbon around the old oak tree? Where can you see what was in Abe Lincoln’s pockets that night at the theatre? Those items are stored in Washington, D.C., but you can find them online thanks to a digital archive of resources for integrating primary documents, maps, photographs, music, and newspapers into your lesson plans. This site will help you meet Common Core Standards while bringing engaging literacy activities into your classroom, building student vocabulary, supporting content comprehension, and sparking critical thinking.
- 2) Show Library of Congress website on screen. Tell audience that this is the Library of Congress we are talking about. You do not have to visit Washington to use the primary sources they collect and preserve. As a bonus, the skills that you use to find and frame materials for your classroom at this site can be transferred to other archival sites.
- 3) **State goals** of workshop:
 - This workshop will give you an overview of the Library of Congress’ resources available online as well as streamlined search suggestions for locating relevant, teachable primary materials for classroom lesson plans.
 - Just like your students, you will work in a BYOD (bring your own device) environment to access a variety of digital sources to investigate Library of Congress resources.
 - Additionally, like your students, you will use close reading of images and documents to identify what is going on in a resource and why it matters.
 - Putting on your teacher hat, you will link primary sources to lesson plans that enrich student vocabulary through Frayer Diagrams as well as performance and written response.
 - Instructors will model critical thinking skills such as “now and then” comparisons to show the teacher strategies that support comprehension of source relevance.
 - Teachers who complete the group activity will have a lesson plan using LoC materials that support inquiry based teaching methods and incorporate challenge

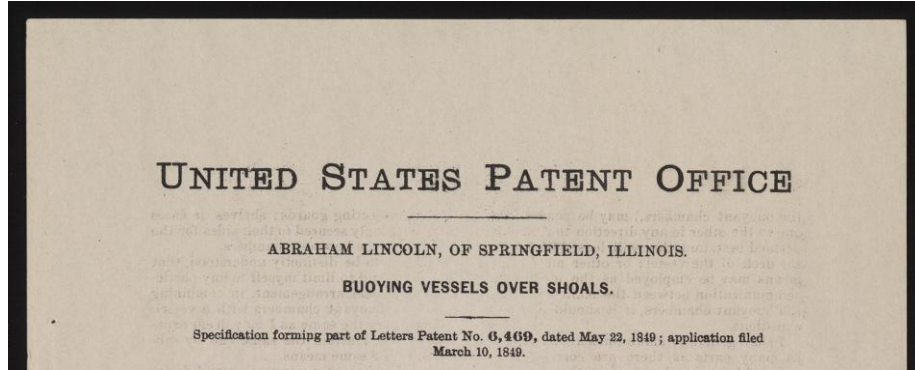
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	<p>vocabulary terms.</p> <ul style="list-style-type: none">• Peer interaction will facilitate learning from educators who face the challenge of integrating primary sources into lessons while incorporating assessment goals, literacy instruction, and standards comprehension. <p>4) Acknowledge obstacles: Because there is so much on the site, it takes time to find the precise element you need for a lesson. Explain that this workshop is about making things easier – both searching for relevant primary sources and contextualizing them for a lesson. Teach by example: here is a lesson plan that developed by using Library of Congress primary source materials to identify transportation innovations in 19th century America and their impact on the nation.</p> <p>5) Let’s say you are sitting in an 8th Grade Social Studies class that has arrived at Georgia content standard SS8H5: The student will explain significant factors that affected the development of Georgia as part of the growth of the United States. Your teacher says, “I was just reading an article that claims Abraham Lincoln held a patent for a device that could lift riverboats that got caught on sandbars in rivers.” http://www.smithsonianmag.com/history/inventive-abe-131184751/?no-ist</p> <p>From the article: “Upon hearing the name Abraham Lincoln, many images may come to mind: rail-splitter, country lawyer, young congressman, embattled president, Great Emancipator, assassin's victim, even the colossal face carved into Mount Rushmore. One aspect of this multidimensional man that probably doesn't occur to anyone other than avid readers of Lincoln biographies ... is that of inventor. Yet before he became the 16th president of the United States, Lincoln, who had a long fascination with how things worked, invented a flotation system for lifting riverboats stuck on sandbars.”</p> <ul style="list-style-type: none">• Your teacher asks: How did the author of the article know that Lincoln held a patent? Someone says, “Wikipedia.” “Okay,” your teacher says, “but that Wikipedia article was written by someone who had to depend on sources. The accuracy of this article and the conclusions the author draws all depend on the sources. What would be a source for this article?”• Your teacher says, “Let’s find the patent. A patent is a government document that gives the inventor the right to make and sell an invention exclusively. It’s similar to a registered trademark or a copyright. If you patent an invention, you are the only person who can profit from marketing it. Let’s put that term on the word wall.”• “Then, let us take a look at the patent and some other sources to see if we can figure out why Lincoln would invent something that would keep riverboats from getting stuck on sandbars. What was going on with riverboats at this time? Why was it important to keep the steamboats moving down the river?” <p>6) What are the elements of this lesson so far?</p> <ul style="list-style-type: none">➤ The Hook: an interesting piece of information that introduces the lesson➤ Vocabulary: defining terms such as “patent” and “sandbar” in context➤ Primary source introduction: Lincoln’s application for a patent left a paper trail that you can follow. You can find the original patent, a primary source created in a time (1849) when riverboats were an important resource.➤ Introduction of the learning objective: discovering the importance of river
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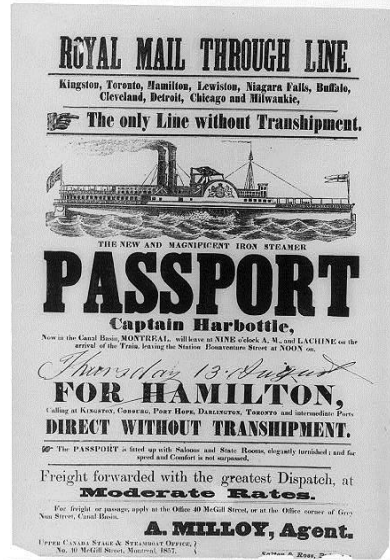
transportation in the Antebellum Era by examining primary sources.

- 7) Demonstrate a search for the Lincoln patent by showing different paths:
 - A Google search (about 898,000 hits) with links to several sites that offer more information about Lincoln as an inventor, including a Library of Congress site.
 - An advanced Google search for sources at <http://www.loc.gov/> to narrow the search.
- 8) Go to: <http://www.loc.gov/resource/lprbscsm.scsm1026/#seq-1> and you will find the actual patent.



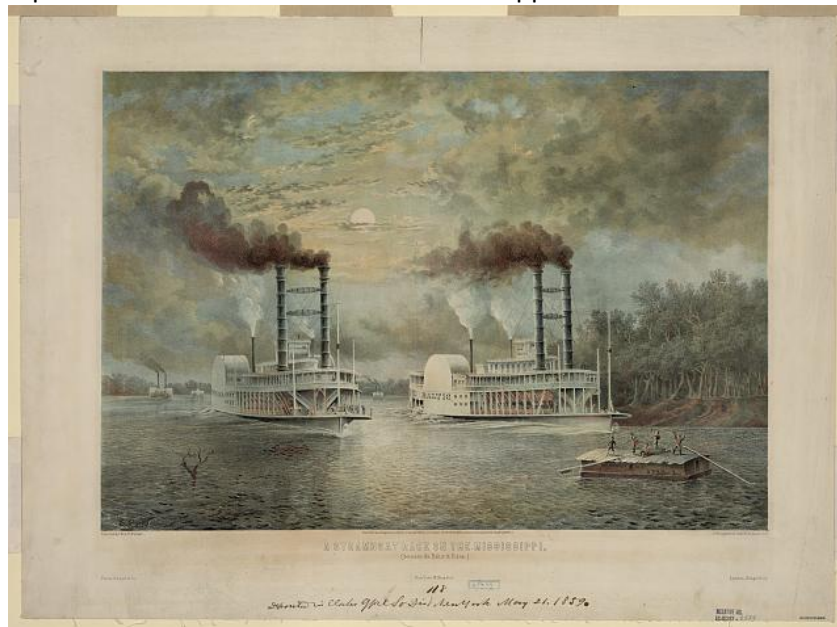
- 9) This is where the depth of the Library of Congress will show up. Are there other versions, maybe some images? Go to <http://www.loc.gov/> and search the whole Library of Congress website. Things can get overwhelming, but there is a search structure you can use.
- 10) At the Library of Congress welcome page, search "Abraham Lincoln Patent." Advise teachers not to get frustrated when the search brings up a gallery of sources in tiny thumbnails. Show how to navigate to "grid" and explore the information: Patent for invention, label for displaying the model, image of the patent office's display shelves in the 19th century, and a photograph of the patent office. Note that Lincoln visited his model with his sons! Demonstrate how to locate the **permanent URL** for finding resources quickly later.
- 11) Show how the Library of Congress can often serve as a one stop primary resource for a topic. The question we are asking is why steamboats were so important at the time Lincoln filed his patent. What evidence can we find?
 - Back out to the search page and enter "steamboats."
 - Sort the resulting display of images and documents by oldest first.
 - Sort out prints and photographs.
 - Note that not every source has been digitized – it's ongoing and some fragile originals are still only available in Washington.
- 12) What do we have for steamboats, circa 1840-50, digitized and ready to use?
A document (printed handbill with illustration)
<http://www.loc.gov/pictures/resource/cph.3a44176/>

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<http://www.loc.gov/pictures/resource/pgs.03028/>

A print of a steamboat race on the Mississippi



- 13) Bring up the “Primary Source Analysis” visual organizer on the screen. Ask participants to use the copy in their handout and follow as the instructor models the analysis of the steamboat primary resources.
 - What do you notice in the picture?
 - What questions do you have?
- 14) Ask participants: Is there enough here to support a lesson plan? What would be an **assessment**? What would be on the rubric? Brainstorm with participants to answer.
- 15) If the students are going to be able to write or speak about these sources, there are **content-area and academic terms** they need to know how to use to be effective. What could you use to pre-teach vocabulary in order to use those terms in the lesson?

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- 16) What will be the **teaching strategy**? Again, open up the floor for suggestions.
- 17) Expand the lesson? Bring in other inventions? Make a timeline of innovations and connect them to show cause and effect? Change over time? The Wright Brothers' patent drawings and the first telegram sent by Samuel Morse are in the Library's collection:
- 18) Question (formative assessment): How would you find those two sources if you know they are at the Library? (Answer: Advanced Google search)
- 19) Wrap up first part of the lesson: Working entirely on our own, we have beginnings of a lesson plan that uses primary sources to meet these goals:
 - Content Standard alignment
 - Common Core literacy standards for non-fiction reading
 - Use of primary sources to answer a research question
 - Check for questions and clarifications.

- 20) Introduce the Primary Source Sets

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>

The Library's staff has collected groups of resources for topics that are frequently requested by teachers. These Primary Source Sets may include text, sheet music, images, sound, movies, and manuscript sources. The set we are going to investigate focuses on the Industrial Revolution. Please bring up this screen on your device.

- By searching carefully (Boolean) on Google
- From the Library of Congress web page

- 21) Set intention for workshop: Teachers need to own the results of their work – you're going to leave here with a draft lesson plan that you will create in collaboration with your table group.

- 22) Review the "Pre-flight check list" for this lesson plan:

- Content Standards and Common Core goals
- Learning objective
- Essential question
- Hook or introduction
- Vocabulary terms and teaching suggestions
- Images, documents, or other resources
- Procedure: How will students answer the Essential Question?
- Assessment/Rubric

- 23) In the interest of time, we are going to ask you to use a content standard that is often a challenge to present: Explain how technological developments in manufacturing, communication and transportation had an impact in the United States during the years 1800-1917. You have 15 minutes to draft a short (5 minute) lesson plan using the resources in the Primary Source Set and the Primary Resource Analysis worksheet.

- Define one essential question
- Create a task that uses a primary source in the set.
- Consider how you will incorporate content area vocabulary before, during, and after the lesson.
- Describe what form of assessment you would use to determine if the

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	<p>students have achieved your learning objective.</p> <ul style="list-style-type: none">➤ There are printouts of the pdf files available in the primary source set.➤ In your rubric, incorporate the goals and objectives of the lesson.➤ Optional: send to Google Drive for sharing.
Assessment/ Reflection	<p><i>Each participant will complete a reflection, answering the following questions:</i></p> <ul style="list-style-type: none">➤ Does your lesson plan incorporate critical thinking skills? List one or more here:➤ Be careful not to just illustrate concepts with images but dig deeper into the story that the resource can tell. How do you see that in action in your lesson plan?➤ What would a classroom performing this work look like?