LIBRARY OF CONGRESS TEACHING with PRIMARY SOURCES

TPS Professional Development Activity Plan

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School or Institution: The Prout School
Projected Date for Implementation: 2/12/16

Title of Activity	*When the People Could Fly : the stories of their lives…*
Overview	*This LOC PD will show teachers how to search and analyze the LOC's digital primary sources focusing on how words and pictures shared orally and visually write a people's hiSTORY.*
Essential or Investigative Question	*Who writes a People's hiSTORY?*
Audience	**This activity is best suited for educators of the following grade levels** ☐ *Grades 6-8* ☐ *Grades 9-12* **This activity is best suited for educators of the following content areas** ☐ *Art* ☐ *English as a New Language* ☐ *English Language Arts* ☐ *Library Media* ☐ *Literacy: Reading Language Arts* ☐ *Music* ☐ *Social Studies*
Time Required	*One three hour session with several breaks or three one hour sessions.*
Goal	• Develop a sense of how individual stories create a nation and it's people's history. • Understand how primary sources create the history of people's lives. • Understand primary sources. • Understand the impact of both written and oral, visual and auditory representations of people's lives.

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Standards	AASL 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards 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. 1.1.8 Demonstrate mastery of technology tools for accessing information & pursuing inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.2 Demonstrate confidence and self- direction by making independent choices in the selection of resources and information. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.3.4 Contribute to the exchange of ideas within the learning community. 1.3.5 Use information technology responsibly. 1.4.2 Use interaction with and feedback from teachers & peers to guide own inquiry process. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.3.2 Respect the differing interests and experiences of others, & seek a variety of viewpoints. 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. 3.4.2 Assess the quality and effectiveness of the learning product. 4.4.1 Identify own areas of interest.
Objectives	*TPS objectives* By the end of this PD Activity, participants will be able to: ☐ Analyze a primary source using Library of Congress tools. ☐ Access teaching tools and primary sources from loc.gov/teachers. ☐ Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). ☐ 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.

Digital Resources	LOC Student Discovery Set - The Harlem Renaissance
	http://www.loc.gov/teachers/student-discovery-sets/
	☐ ***Primary sources:***
	  o *"Portrait of Zora Neale Hurston."*
	    April 3, 1938. Photograph.
	    Van Vechten, Carl, photographer.
	    http://www.loc.gov/pictures/item/2004663047/

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o *"Halimuhfack." Sound recording.*
Recorded June 18, 1939.
Hurston, Zora Neale.
www.loc.gov/item/afcflwpa.3138b2

o *"WPA Federal Theatre Presents 'The Case of Philip Lawrence." Poster.*
New York: Federal Art Project, 1936 or 1937.
Halls, Richard, artist.
http://www.loc.gov/pictures/item/95511001/

o *"Portrait of Louis Armstrong, between 1938 and 1948." Photograph.*
Library of Congress, Performing Arts Encyclopedia.
Gottlieb, William P., photographer.
http://www.loc.gov/item/gottlieb.09611/

o *"New York, New York. Harlem apartment house." Photograph.*
May-June 1943.
Parks, Gordon, photographer.
http://www.loc.gov/pictures/resource/fsa.8d28514/

o *"Charleston Rag."*
circa 1917.
Blake, Eubie.
http://www.loc.gov/pictures/item/93505793/

o *"Lift Every Voice and Sing." Poem.*
Library of Congress, Manuscript Division.
Johnson, James W. and J. Rosamond Johnson.
http://www.loc.gov/resource/mfd.51004/#seq-9

o *"The Whites Invade Harlem." Interview.*
December 12, 1938.
Hubert, Levi C.
http://memory.loc.gov/cgi-bin/ampage?collId=wpa2&fileName=21/2107/21070806/wpa221070806.db&recNum=0

☐ ***Other resources:***
o *Telling People's hiSTORY - Pinterest Board*
https://www.pinterest.com/proutl/telling-peoples-history/?utm_campaign=boardinvitev2&utm_medium=2033&utm_source=31&e_t=b4a26239bad34eaa846c22fb923c30d7&inviter_user_id=351914295790980220

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Classroom Materials	List of classroom materials or equipment needed. (e.g. flip chart, projector, etc.) ☐ *Library computers* ☐ *Projector Cart with appropriate connections, cables, etc.* ☐ *Laptop and cables as needed* ☐ *Tables for teachers group discussions and pair interviews* ☐ *Snacks and drinks for "mingling cocktail party" during break* ☐ *Handouts*
Preparation	Everything that needs to be done PRIOR to beginning the activity with the participants. ☐ *copying of necessary handouts: 1. Primary Source Analysis Tool, 2. Picking your Perfect Partner Rubric, 3. Connecting Primary Sources Graphic Organizer* ☐ *reviewing and sharing Pinterest web board with participants* ☐ *preparing Pinterest and LOC resources to display to view with projector* ☐ *organizing tables, time schedule and tent cards for "speed dating" partner interviews* ☐ *setup tables with food, and drinks prior to "mingling cocktail party" break time* ☐ *setup of tables for group discussions*
Procedure	*Exact steps the facilitator will use DURING the facilitation of the activity.* ***1st Hour or Session -*** *1. Introduce "Who Writes a People's hiSTORY?" using Pinterest Board "Telling a People's Story"* *a. Show Cave Paintings, Gilgamesh and Beowulf videos and discuss above topic* *b. Show LOC videos: "Teaching with Primary Sources" and "Exploring the LOC Website.* *2. Demonstrate searching on LOC website and show variety of topics available on LOC website.* *3. Teachers will research and find and print one LOC Primary Source to analyze.* ***2nd Hour or Session -*** *4. Hand out Picking your Perfect Partner Rubric for "Speed Dating" interviews* *5. Do "Speed Dating" exercise for teachers to partner to analyze their Primary Source with.* *6. Show video "Analyzing Primary Source" on Pinterest Board "Telling a People's Story"* *7. Hand out "Primary Source Analysis Tool".* *8. Participants will work with partner using Tool to analyze and discuss their Primary Source.* ***3rd Hour or Session -*** *9. Present the LOC Student Discovery Sets, Highlight Harlem Renaissance Set* *10. Discuss ways Primary Sources can be organized to create a Student Discovery Set* *11. Handout "Connecting Primary Sources Graphic Organizer"* *12. Begin the "Mock Cocktail Party" for participants to share their Primary Source.* *13. Participants will form teams of of 3 - 5 to create their own Student Discovery Sets.* *14. Groups will present their Primary Source Student Discovery Sets and discuss the essential question "Who Tells/Writes a People's hiSTORY?"*
Assessment/ Reflection	*Participants will find and analyze a primary source, discuss its place in history, collaborate with others to create a Student Discovery Set of their primary sources and discuss "Who Writes a People's hiSTORY?" Participants will complete a Perfect Partner Rubric, Primary Source Analysis Tool, and Connecting Primary Sources Graphic Organizer.*

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