

TPS Professional Development Activity

Megan W. Sutton

Weybridge Elementary School

Projected Date for Implementation: February 2018

Title **Where We Are in Place and Time: The role of primary sources in an IB unit**

Overview This activity will guide participants in an investigation of a variety of digital collections of primary sources that might be used in a IB unit of inquiry, such as Where We Are in Place and Time: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Investigative Question How can primary sources bring history to life In an investigation of human migration?

Audience **This activity is best suited for educators of:**

- *Grades K-2*
- *Grades 3-5*
- *English/ Language Arts*
- *Social Studies/ Social Sciences*
- *Technology*

Time 60 minutes

Goal The goal of this PD activity is to bring to light the value of primary sources, with a particular focus of the role of these resources in an IB unit of inquiry.

Standards 21st Century Learner Standards

- **1.1.2** Use prior and background knowledge as context for new learning.
- **2.1.1** Continue an inquiry-based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
- **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations

ISTE Standards for Teachers

- **3b** Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- **4a** Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

International Baccalaureate Standards and Practices:

<http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>

- **C3:11** Teaching and learning incorporates a range of resources, including information technologies.



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.

Digital Resources

Classic photograph of mother and children – Migrant Mother – start with this

<http://www.loc.gov/pictures/resource/fsa.8b29516/>

Migrant agricultural worker’s family.

<http://www.loc.gov/pictures/resource/ppmsca.03054/>

Settlement of Great Plains

<https://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

Primary Source Set – Dust Bowl

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

Analysis Guide: Photographs and Prints

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

loc.gov’s Primary Source Analysis Tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Overview of Dorothea Lange’s Migrant Mother photos

https://www.loc.gov/rr/print/list/128_migm.html

LibGuide from Pensacola High School – good resource, although designed for DP/High School setting. <http://libguides.uwf.edu/c.php?g=365965&p=2472999>

Classroom Materials

Confirm that the space used has a screen and projector, as well as a computer for the presenter. Have participants bring a computer, and possibly pencil and paper for note taking.

Preparation

- Confirm access to all online materials. Be prepared with .pdf versions if necessary
- Prepare printout with all the information that will be provided at the PD session.
- Set up room for comfort and collaborative work
- Provide beverages and light snacks

Procedure

1. Have image of Migrant Mother on screen when participants arrive.
2. State essential question: How can primary sources bring history to life in an investigation of human migration?
3. Provide some time for brief discussion and review of session
4. Provide each participant with a copy of *Primary Source Analysis Tool*
5. Introduce teachers to *Analyzing Photographs and Prints*
6. Work together with teachers to analyze photo
7. Practice analysis with another photo from the Dust Bowl collection
8. Demonstrate how to navigate through Teacher resources on loc.gov
9. Navigate/demonstrate pathway to Primary Source Sets
10. Review Dust Bowl collection and related resources.

**Assessment/
Reflection**

- At the end of the session, ask teachers to fill out brief exit survey (attached)
- Write essay reflecting on effectiveness of PD session, noting improvements, etc.

Primary Sources PD Session
February 2018
Weybridge Elementary School
Facilitator: Megan Sutton

Did this training meet your expectations?

Do you see yourself using primary sources in your instruction?

Are you interested in additional training about Library of Congress resources?

Are you interested in learning more about the Teaching with Primary Sources (TPS) program?

Do you have any additional questions or wonderings that you would like addressed in future professional development?