

TPS Professional Development Activity Template

Please submit final version in Word format so that the lesson plan can be vetted for publication.

TPS train-the-trainer workshops are designed to prepare classroom teachers, school librarians, and others, to coach, mentor, and/or lead professional development events with/for colleagues. Those who complete, implement their planned final project, and report back about the experience will be named TPS Coaches. This form provides an outline for planning a wide variety of such activities.

Note: Instructions are italicized and should be removed before publication.

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School or Institution: Florida Council for History Education

Projected Date for Implementation: 2019

Title of Activity	Elementary Primary Source Analysis- The Early Exploration of Florida
Overview	St. Augustine was founded by the Spanish and is the oldest city in the present-day United States of America.
Essential or Investigative Question	How can primary sources help students answer the question: "Why is La Florida important to the history of America?"
Audience	<p>This activity is best suited for educators of the following grade levels</p> <ul style="list-style-type: none"> ● Grades K-5 ● Grades 6-8 <p>This activity is best suited for educators of the following content areas</p> <ul style="list-style-type: none"> ● Social Studies/ Social Sciences

Time Required	50 min coaching session
Goal	Participants will understand how to interpret primary and secondary sources to build geographical and historical contexts during the early era of Spanish Florida. Participants will use historical thinking skills: sourcing, contextualization, close reading, and corroboration to better understand the causes and effects of Spanish Florida on America's history. Participants will be able to write and implement lessons using these same ideas.
Standards	<p><u>21st Century Learner Standards</u></p> <p>I. INQUIRE</p> <p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p>



	<ul style="list-style-type: none"> ● Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning ● Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning. ● Learners adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. <p><u>ISTE Standards for Teachers</u></p> <p>Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:</p> <ul style="list-style-type: none"> · 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. · 1b Pursue professional interests by creating and actively participating in local and global learning networks. · 1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. <p><u>Learning Forward The Professional Learning Association</u></p> <p>Implementation: Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementation of professional learning for long-term change.</p>
Objectives	<p><u>TPS Foundation Objectives.</u></p> <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Describe examples of the benefits of teaching with primary sources. ● 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. ● 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	<p>Teaching Students to Think Like Historians Video (PARTICIPANTS WATCH PRIOR TO TRAINING)</p> <p>https://youtu.be/zSey4WALf8I</p>

	<p>Analyzing a Primary Source Video (PARTICIPANTS WATCH PRIOR TO TRAINING) https://youtu.be/8vDN5NtL9Yo</p> <p>Tabula Mexicae et Floridae : terrarum Anglicarum, et anteriorum Americae insularum, item cursuum et circuituum fluminis Mississippi dicti Amstel. [Amsterdam] : P. Schenck, [1710?] http://hdl.loc.gov/loc.gmd/g3300.ma001007</p> <p>S. Augustini Hans and Hanni Kraus Sir Francis Drake Collection-1589 https://www.loc.gov/item/2004629176</p> <p>Map of the town, fort, and entrance to the harbor of St. Augustine and vicinity, Florida, 1595 Pen-and-ink tracing. Geography and Map Division, Library of Congress (167.00.00) http://www.loc.gov/exhibits/exploring-the-early-americas/AftermathoftheEncounter/CompetitionforEmpire/SpainsLaFlorida/Assets/ea0167_enlarge.jpg</p> <p>Menéndez de Avilés, Pedro, 1519-1574. Jay I. Kislak Collection (Library of Congress) https://www.loc.gov/resource/rbc0001.2008kislak74381/</p> <p>Pedro Menendez de Aviles Martí, Francisco de Paula, 1762-1827, engraver 1791 http://www.loc.gov/pictures/item/90716344/</p> <p>Write in Historic Spanish Script http://laflorida.org/junior-scholars/</p> <p>LOC Teacher's Guides and Analysis Tool http://www.loc.gov/teachers/usingprimarysources/guides.html</p>
Classroom Materials	Screen & Projector, computer, note paper, writing utensils, colored handouts of loc primary sources and loc analysis tools.

Preparation	<p>Needs to be done PRIOR to beginning the activity with the participants.</p> <ul style="list-style-type: none"> ● reading of necessary background material ● ensure teachers have access to pre-training material ● detailing the printing of handouts ● preparing to display an item on screen or projector ● having a presentation and writing utensils ready ● room arrangement, if necessary
Procedure	<ol style="list-style-type: none"> 1. Have participants watch “Analyzing a Primary Source” video and discuss. 2. Define “corroboration” and how it is important to historical thinking. 3. Review history of La Florida. 4. Split teachers into groups, assigning them one La Florida primary sources to analyze using the Analysis Tool Worksheet. 5. Have each group present their analysis of the primary sources. 6. Corroboration: On projector compare/contrast all primary sources, having teachers change or add to their analysis tools worksheet, discussing their findings. 7. Closed Reading: Citing evidence, have participants using primary sources to answer the Essential Question. 8. Have participants watch “Engaging Students with the Library of Congress” Video and discuss.
Assessment/ Reflection	<p>Discussion of Take Away, implementation of lesson, and Survey goo.gl/fC0zLC</p>

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