

Think Aloud with Photographs, Cartoons and Literary Texts

Primary Source Starter Activity

Created by

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**LIBRARY
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**WAYNESBURG
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TPS Professional Development Activity Template

Name: Diane Waff

School or Institution: Penn GSE

Projected Date for Implementation: December 2018

Title of Activity	<i>Think Aloud with Photographs, Cartoons and Literary Texts</i>
Overview	<i>Participants will practice reading a set of political cartoons and photographs to surface and build schema by using the primary source analysis tool and peer support. Teachers will learn how to design opportunities for struggling readers to practice and build knowledge.</i>
Essential or Investigative Question	<i>What can be learned from photographs, political cartoons and literary texts about the Dust Bowl era?</i>
Audience	<p>This activity is best suited for educators of the following grade levels (List those that are applicable):</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas (List those that are applicable):</p> <ul style="list-style-type: none"> • <i>English/ Language Arts</i> • <i>Social Studies/ Social Sciences</i> • <i>Reading _____</i>



Time Required	<i>This PD activity will take 80 minutes to implement with my target audience.</i>
Goal	<p><i>Understand the purposes and possible uses of primary source documents</i></p> <p><i>Gain initial level of comfort thinking aloud with cartoons and photographs as a starting place, moving to literary texts</i></p> <p><i>Build awareness of the complexity and variety of thoughts that arise when reading a text—whether it is a cartoon or a photograph, or a literary text</i></p> <p><i>Participants use the primary sources tool to improve their ability to solve comprehension problems</i></p>
Standards	<ul style="list-style-type: none"> • ISTE Standards 1 c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning and creative process • Learning Forward The Professional Learning Association • Learning Communities Professional Learning within communities... promotes collective responsibility supports alignment of individual, team, school goals. Learning Designs that engage adult learners in applying the processes they are expected to use facilitate the learning of those behaviors by making them more explicit... To increase student learning, educator learning provides many opportunities for educators to practice new learning with ongoing assessment, feedback, and coaching so the learning becomes fully integrated into routine behaviors.
Objectives	<p>Select one or more TPS Foundation Objectives.</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. • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). • Analyze primary and secondary sources in different formats. • Analyze a set of related primary and secondary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Use this section to link to the primary sources, handouts, documents, and web sites that will be used. Each TPS PD Activity Plan should include at least one primary source from loc.gov.</p> <ul style="list-style-type: none"> • Primary sources from loc.gov: <ul style="list-style-type: none"> ○ Title Migrant Mother ○ Date Created 1936 ○ Creator Dorothea Lange http://www.loc.gov/pictures/resource/fsa.8b29516/ ○ Title Migrant Agricultural Workers Family ○ Date Created 1936 ○ Creator Dorothea Lange https://www.loc.gov/resource/ppmsca.03054/

	<ul style="list-style-type: none"> • Other resources: <ul style="list-style-type: none"> ○ Themed Resource: Dust Bowl Migration http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/ ○ Title Primary Source Analysis Tool http://www.loc.gov/teachers/primary-source-analysis-tool/ ○ Teachers Guide Analyzing Photographs and Prints http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf ○ Steinbeck, J. (1939). <i>Grapes of Wrath</i> NY: Viking Press (excerpts) ○ Hesse, K. (1997). <i>Out of the Dust</i>. NY: Scholastic (excerpts) ○ Great Depression and Dust Bowl Political Cartoons http://www.intimeandplace.org/Dust%20Bowl/images/pants.html http://greatdepressioncenters.weebly.com/political-cartoons.html
Classroom Materials	<p>List any necessary classroom materials or equipment here. (e.g. flip chart, projector, etc.)</p> <p>Projector, overheads and handouts of cartoons and photographs—one to be modeled, the second for paired practice</p> <p>Handout a literary text that speak to topic (<i>Grapes of Wrath</i>, John Steinbeck; <i>Out of the Dust</i>, Karen Hesse)</p>

Preparation	<p>Use this section to tell the facilitator everything that needs to be done <i>PRIOR</i> to beginning the activity with the participants.</p> <ul style="list-style-type: none"> • Read Teachers Guide Analyzing Political Cartoons • Read Teachers Guide analyzing Photographs and prints • Make overheads and handouts of cartoons and photographs—one to be modeled; the second for paired practice • Handout of literary text excerpts <i>Out of the Dust</i> by Karen Hesse and <i>Grapes of Wrath</i>, by John Steinbeck to be used in paired practice
Procedure	<p>Use this section to list the exact steps the facilitator will use <i>DURING</i> the facilitation of the activity.</p> <ul style="list-style-type: none"> • Introduce, Model and Debrief the Think Aloud (20 min) • Partners Think Aloud with Lange Photographs and 1 cartoon (15 min) • Model Think-Aloud with Literary Text (5 min) • Partners Think-Aloud with Literary Texts (30 minutes) • Debrief Think Aloud Experience 10 min
Assessment/ Reflection	<p>How will the learner be assessed? The assessment/reflection is clear and realistic for adult learners. If a checklist, survey or other tool will be used, it should be attached.</p> <p>Partners share briefly: What was the think aloud experience like? What did you notice you or your partner doing? How did it help your understanding? This will help teachers ultimately support students develop and deepen discipline specific reading comprehension strategies e.g. asking POV questions, increase active listening, decrease tendency to only focus on their own reading process and interpretation, and build a sense of membership in a learning community</p>