

## TPS Professional Development Activity Template

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**Projected Date for Implementation:** March 2019

<b>Title of Activity</b>	<i>An Investigation on <u>Her</u>story in American History</i>
<b>Overview</b>	The following professional development activity is intended to have the participants experience and learn contextualizing and sourcing, within the historical thinking framework; as well as learn to navigate the Library of Congress website and resources.
<b>Essential or Investigative Question</b>	<i>How did women make a difference in history? (additional, specific guiding questions will be given too)</i>
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b> (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> <li>• <i>Grades K-2</i></li> <li>• <i>Grades 3-5</i></li> </ul> <p><b>This activity is best suited for educators of the following content areas</b> (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> <li>• <i>Art/Music</i></li> <li>• <i>English/ Language Arts</i></li> <li>• <i>Social Studies/ Social Sciences</i></li> </ul>

<b>Time Required</b>	Estimated time: 75-90 minutes
<b>Goal</b>	<p>Goals</p> <ul style="list-style-type: none"> <li>• Understand sourcing</li> <li>• Understand contextualizing</li> <li>• Teach with primary sources</li> <li>• Locate primary and secondary sources on LOC website</li> </ul>
<b>Standards</b>	<p><b><u>21st Century Learner Standards</u></b></p> <p><b>I. INQUIRE</b></p> <p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <ul style="list-style-type: none"> <li>• <b>Learners display curiosity and initiative by:</b> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning</li> <li>• <b>Learners engage with new knowledge by following a process that includes:</b> 1.</li> </ul>



	<p>Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.</p> <ul style="list-style-type: none"> <li>• <b>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b> Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.</li> </ul> <p><b><u>ISTE Standards for Teachers</u></b></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"> <li>• 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</li> <li>• 1b Pursue professional interests by creating and actively participating in local and global learning networks.</li> <li>• 1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</li> </ul> <p><b><u>Learning Forward The Professional Learning Association</u></b></p> <p>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>
<b>Objectives</b>	<p><b><u>TPS Foundation Objectives</u></b></p> <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> </ul>
<b>Digital Resources</b>	<p><b>Primary sources from loc.gov:</b></p> <ul style="list-style-type: none"> <li>• <i>Migrant Mother</i> (contextualizing) February or March of 1936 Dorothea Lange made in in Nipomo, California. <a href="https://memory.loc.gov/ammem/awhhtml/awpnp6/migrant_mother.html">https://memory.loc.gov/ammem/awhhtml/awpnp6/migrant_mother.html</a></li> <li>• <i>Norman Rockwell's Rosie</i> <a href="https://www.loc.gov/exhibits/treasures/tr11c.html#obj65">https://www.loc.gov/exhibits/treasures/tr11c.html#obj65</a></li> <li>• <i>Rosie the Riveter: Real Women Workers in World War II</i> <a href="https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3350">https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3350</a></li> </ul> <p><b>Other sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nrm.org/rosie-the-riveter/">https://www.nrm.org/rosie-the-riveter/</a> (the whole page)</li> </ul>
<b>Classroom Materials</b>	<p>Computer, Power Point presentation, ActivBoard to project activities and PP, copies of some primary sources, LOC analyzing tools (some printed), Historical Thinking chart</p>

<b>Preparation</b>	<ul style="list-style-type: none"> <li>• read necessary background material</li> <li>• print handouts</li> <li>• prepare to display a source via a document camera or smart board</li> <li>• have a primary source enlarged to hang on the wall as a social media post; participants will make comments on the source</li> <li>• room arrangement, if necessary</li> </ul>
<b>Procedure</b>	<p>The project leaders will train the participants on historical thinking strategies and navigating the Library of Congress website, by use of Power Point presentation and LOC website.</p> <ol style="list-style-type: none"> <li>1. The presenters will have the first/welcome Power Point page displayed as participants are arriving, so they may pose comments, questions, etc., using sticky notes.</li> <li>2. Once all participants have had an opportunity to comment on the photo, the presenters will share details of the displayed photo.</li> <li>3. The presenters will define historical thinking</li> <li>4. The presenters will define contextualizing</li> <li>5. The presenters will model/guide what analyzing a source looks like, focusing on “contextualizing” (share Historical Thinking Chart from sheg), using LOC analyzing tool</li> <li>6. Challenge participants by asking: What’s missing? What do you need to know?</li> <li>7. The presenter will share the historical context of the picture.</li> <li>8. The participants will analyze the second source (Rockwell’s Rosie), focused on contextualizing (HT Chart), with guidance (whole group or in teams)</li> <li>9. Guide discussion on believability/trustworthiness</li> <li>10. Question the participants: How does contextualizing help you to understand this source? What are you questioning about this source?</li> <li>11. Offer context for this source</li> <li>12. Elicit more thoughts from participants</li> <li>13. Show a portion of the next source for participants to analyze and lead participants through analyzing that portion</li> <li>14. Lead participants through hands-on navigation of LOC sources: Women’s page, teacher sources, etc. (see PowerPoint slide)</li> <li>15. Close with questions (see Power Point slide)</li> </ol>
<b>Assessment/ Reflection</b>	<p>The participants will be able to provide evidence of implementing sourcing or contextualizing in their classroom, using resources from LOC.</p>