

**TPS Professional Development Activity**

Name: Amy Csorny

School or Institution: Mattituck Junior Senior High School

Projected Date for Implementation: November 2016

**Title of Activity**     **That Was Then This Is Now**

**Overview**             Teachers will use Library of Congress resources to connect teens to literature and provide historical context for a selected text so that students may apply their understandings of bildungsroman to a chosen historical time period to create a fictional character's timeline.

**Essential or Investigative Question**             Has history offered teens opportunities for growth or limited their potential?

**Audience**             **This activity is best suited for educators of the following grade**

- Grades 6-8
- Grades 9-12

**This activity is best suited for educators of the following content**

- English/ Language Arts
- Social Studies/ Social Sciences
- Information Literacy and Inquiry

**Time Required**        1 session: 3 hours as a Superintendent Conference Day breakout

**Goal**                    Participants in this professional development activity will learn to:

Effectively and efficiently navigate, search for, access and disseminate information resources and from the Library of Congress website.

1. Complete a learning module using the resources from the Library of Congress website.
2. Identify and incorporate resources in order to enhance current instruction, existing lessons or create a new lesson with Library of Congress resources as integral to the learning.
3. Explain, instruct and model the use of Library of Congress resources to initiate basic student use of the website.

**Standards** Professional Development will align with the following standards:

### **Standards for Professional Learning**

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

**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.

### **AASL Learning Standards**

**Standard 1:** Learners use skills, resources and tools to inquire, think critically, and gain knowledge.

1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

### **ISTE Standards for Teachers**

**Standard 1:** Facilitate and Inspire Student Learning and Creativity

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

**Standard 2:** Design and Develop Digital Age Learning Experiences and Assessments

1. Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the ISTE Standards

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- c. Customize and personalize learning activities to address students

**Objectives**

By the end of this PD Activity, participants will be able to:

- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
- 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, teachings, 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**

**Primary sources from loc.gov:**

*Title: Aaron Copeland in his Teens*

- *Date created/published: unknown [between 1915 and 1920]*
- *Creator/Author: unknown*
- *URL: <https://www.loc.gov/resource/copland.phot0020.0>*

*Title: When I Was in My Teens, ballad*

- *Date created/published: Wm. Vanderbeek, New York, 1851, monographic.*
- *Creator/Author: Clifton, William*
- *URL: <https://www.loc.gov/item/sm1851.491270/>*

*Title: Rich's department store, business in Knoxville, Tennessee. Girls teens*

- *Date created/published: 1955 Sept. 16.*
- *Creator/Author: Gottscho-Schleisner, Inc., photographer*
- *URL: <https://www.loc.gov/item/qsc1994005534/PP/>*

*Title: The boy-savers' guide; society work for lads in their teens*

- *Date Created/Published: New York, Benziger brothers, 1908.*
- *Creator/Author: Quinn, George Edward*
- *<http://hdl.handle.net/2027/nnc1.cr59998571>*

*Title: South East London Shelter--Warden's post (manned by boys in their teens) attached to a*

*warehouse shelter*

- o *Date created/published:[between 1940 and 1945]*
- o *Creator/Author: British official photograph/ Office for Emergency Management.*
- o *URL: <https://www.loc.gov/item/00649569/>*

*Title: Detroit, Michigan. July, 1942. Scrap salvage rally sponsored by the Metropolitan Youth Council*

- o *Date created/published: July, 1942.*
- o *Creator/Author: Siegel, Arthur S., photographer/United States. Farm Security Administration.*
- o *URL: <https://www.loc.gov/search/?fa=partof%3A1ot+114>*

*Title: Girl in the picket line at the King Farm strike. Morrisville, Pennsylvania*

- o *Date created/published:1938 Aug*
- o *Creator/Author:Vachon, John, 1914-1975, photographer*
- o *URL: <https://www.loc.gov/item/fsa1998021217/PP/>*

*Title: Striking field workers at the King Farm near Morrisville, Pennsylvania. These boys are very active in organizing the strike*

- o *Date created/published:1938 Aug.*
- o *Creator/Author:Vachon, John, 1914-1975, photographer*
- o *URL: <https://www.loc.gov/item/fsa1998021222/PP/>*

*Title: Girl fieldworkers at the King Farm on strike against seventeen cents an hour wages. Morrisville, Pennsylvania*

- o *Date created/published:1938 Aug.*
- o *Creator/Author:Choate, J. N. (John N.), 1848-1902.*
- o *URL: <https://www.loc.gov/item/fsa1998021231/PP/>*

*Title: Chiricahua Apaches four months after arriving at Carlisle*

- o *Date created/published:1886*
- o *Creator/Author:Vachon, John, 1914-1975, photographer*
- o *URL: <http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/36690>*

*Title: School begins*

- o *Date created/published: Keppler & Schwarzmann, 1899 January 25.*
- o *Creator/Author:Dalrymple, Louis, 1866-1905, artist*
- o *URL: <http://www.loc.gov/pictures/item/2012647459/>*

*Title: The ball team*

- o *Date created/published:1908 August*
- o *Creator/Author: Hine, Lewis Wickes, 1874-1940, photographer*
- o *URL: <http://www.loc.gov/pictures/resource/nclc.01159/>*

*Title: Baton practice, Florence Kuwata, Manzanar Relocation Center*

- o *Date created/published:[1943]*
- o *Creator/Author:Adams, Ansel, 1902-1984, photographer*
- o *URL: <https://www.loc.gov/item/fsa1998021222/PP/>*

*Title: Two young men in co-op goods store, Satoru Nasunoko & Bill Idama, Manzanar Relocation Center / photograph by Ansel Adams.*

- o *Date created/published:[1943]*

- o *Creator/Author: Adams, Ansel, 1902-1984, photographer*
- o *URL: <http://www.loc.gov/pictures/item/2002696015/>*

*Title: Child named Carl who became a soldier; with handwritten note and lock of hair in case*

- o *Date created/published: [ca. 1856].*
- o *Creator/Author: unknown*
- o *URL: <http://www.loc.gov/pictures/item/2010647219/>*

*Title: The fight behind the guard house*

- o *Date created/published: [1905?]*
- o *Creator/Author: Jacobs, William Leroy, 1869-1917, artist*
- o *URL: <http://www.loc.gov/pictures/resource/cai.2a13575/>*

*Title: Ivy Day*

- o *Date created/published: [1898?]*
- o *Creator/Author: Clark, Walter Appleton, 1876-1906, artist*
- o *URL: <http://www.loc.gov/pictures/collection/nclc/item/ncl2004000093/PP/>*

*Title: Breaker boys, Woodward Coal Mines, Kingston, Pa.*

- o *Date created/published: c1900.*
- o *Creator/Author: Detroit Publishing Co., publisher*
- o *URL: <http://www.loc.gov/pictures/resource/det.4a07285/>*

*Title: Lawrence J. Hill - 1125 Walnut St. 17 yrs. old March 1908. Had 4 fingers mashed off by stamping machine in lamp factory - Aug 1908. Location: Cincinnati, Ohio.*

- o *Date created/published: 1908 September.*
- o *Creator/Author: Hine, Lewis Wickes, 1874-1940, photographer*
- o *URL: <http://www.loc.gov/pictures/collection/nclc/item/ncl2004000093/PP/>*

**Other resources:**

*Video: Primary vs Secondary Sources: On the Baseball Field*

- o *Furgione, Brian. FurgCorp Productions*
- o *<https://youtu.be/oZ9U5POTZxE>*

*Video: Teenage*

- o *Savage, Jon and Matt Wolf*
- o *Oscilloscope Laboratories, 2014*

*The Invention of the Teenager*

- o *<http://www.ushistory.org/us/46c.asp>*

*6 Child Monarchs Who Changed History*

- o *<http://www.history.com/news/history-lists/6-child-monarchs-who-changed-history>*

*Why October is Youth History Month*

- o *<http://www.proyouthpages.com/youthhistorymo.html>*

*Young and Brave: Girls Changing History*

- o *<https://www.nwhm.org/online-exhibits/youngandbrave/larcom.html>*

*Tweens, teens, and twentysomethings: a history of words for young people*

- o *<http://blog.oxforddictionaries.com/2015/01/tweens-teens-twentysomethings-history-words-young-people/>*

**Classroom  
Materials**

- Chromebooks
- Projector
- Chart Paper
- Markers
- My chosen images: Printed and posted around the room next to charts
- Images from LOC PD: Printed and distributed as directed
- StoryBird, TimeToast, Story Board or other presentation tool
- Teaching with Primary Sources Activity: Connecting with Primary Sources

**Preparation** Part 1

- Locate and test: Primary vs Secondary Sources: On the Baseball Field
- Library of Congress website
- Provide notetaking paper and writing utensil for each participant
- Review the Professional Development Activity: Connecting with Primary Sources
- Make a PPT Slide to project activity objectives
- Review AASL and NETS Standards, identify appropriate state standards
- Print one of each primary source image as detailed in LOC PD lesson
- Create a Padlet board to collect answers to assessment questions at the end of the activity

## Part 2

- Prepare “Teenage” for viewing
- Print for distribution the That Was Then This is Now lesson activity.
- Print for distribution a blank lesson template.
- Print and make available images for Teen Project
- Project one primary source image from the teen collection.  
Orange Post It for Chart 1. Label chart: Who can this be?  
Teal Post It for Chart 2. Label chart: What do you see  
Pink Post It for Chart 3. Label chart: Where is this?  
Yellow Post It for Chart 4. Label chart: Why was this photograph taken?  
Green Post It for Chart 5. Label chart: When did this happen?
- Identify and print copies of the analysis tool to be used with the activity.

**Procedure**

Use this section to list the exact steps the facilitator will use DURING the facilitation of the activity.

1. Project and loop video (Primary vs Secondary Sources: On the Baseball Field) as participants are arriving
2. Welcome and explain the goal of the professional development session. “Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.”  
TPS <http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Connecting-with-Primary-Sources.pdf>

3. Review objectives of Part 1: Teachers will learn how to:
  - a) Connect with a primary source
  - b) Make assumptions based on prior knowledge and close observation
  - c) Discuss ways to engage students with primary sources
  
4. To set up activity: Choose one of the primary source images for the activity “Connecting with a Primary Source” (COP) and project it on the screen. Ask for a secretary to take notes on the projected page as I think and talk aloud to model responding to the prompt of the activity, “What themes or historical time period do I detect?” Model thinking about the image by looking for clues such as:
  - a) Clothing
  - b) Writing
  - c) Background
  - d) Vehicles
  - e) Tools
  - f) Quality of image
  - g) Location
  - h) Ethnicity
  - i) Food
  
5. As I think aloud and make observations I will remember to demonstrate connecting to prior knowledge.
6. Follow steps 1 – 6 of the COP activity. Roam, connect and comment as participants examine their sources. Ask them to consider how this activity might connect to a lesson or unit in their own practice.
7. Use step 7 as advised for an introduction and discussion, and icebreaker.
  
8. Project the Padlet that asks the following two discussion questions from the activity: How could you relate this set of materials to events happening in the world today? How could these materials help develop connections for students in your classroom? Prompt participants to think about a specific lesson they currently use to answer these questions.  
The answers will appear anonymously, but review of the posts will provide a reflection tool create a resource for all participants.
  
9. Break for 10 minutes.
10. Review objectives for Part 2:
  - a. Analyze a primary source using Library of Congress tools.
  - b. Access primary sources and teaching resources from loc.gov for instructional use.
  - c. Analyze primary sources in different formats.
  - d. Analyze a set of related primary sources in order to identify multiple perspectives.
  - e. Facilitate a primary source analysis using Library of Congress tools.
  - f. Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
  - g. Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

11. Tell participants this activity will demonstrate how a lesson can be supported by the use of LOC.gov, and how using the primary analysis tool can lead critical thinking.
  - a. Explain that this activity is planned to be done after students have completed reading *That Was Then, This is Now* by SE Hinton. Students have explored themes such as:
    - Brotherhood
    - Reality and perception
    - Morality and human law
    - Possibilities (and "What if?" considerations)
    - Socioeconomic backgrounds
    - Influence of the past on the present and the future
    - The effect of historical context

Tell participants this activity is meant to be a culminating project to be used to demonstrate student understanding of the themes in the novel. Students will be asked to locate primary sources that reflect the lives of teens from various historical periods and relate what they know and find out about the teens they choose to the themes of the book.

Students will create a fictional character of the period they choose, develop the character using these themes and create a timeline/storyboard/written piece or chosen tool that tells the character's story in a way that reflects the themes in proper historical context.

Participants will go through the steps of the activity beginning with locating and analyzing primary sources.

- b. Project the LOC primary source analysis tool. Review the parts of the analysis tool.
- c. Project one image from the Teen collection.
- d. Model use of the primary source analysis tool
- e. Invite participants to begin analysis of the teen sources identified in the activity or choose others of their own. They will work independently. Prompt them to find images of teen life that seem related and begin to provide clues about historical context and start them thinking about what a Teen's life might have been in that period.
- f. When the primary source analysis is completed, tell participants to research secondary sources as well as more primary sources that would develop appropriate details of the character's life that would reflect these themes:
  - Brotherhood
  - Reality and perception
  - Morality and human law
  - Possibilities (and "What if?" considerations)
  - Socioeconomic backgrounds
  - Influence of the past on the present and the future
  - The effect of historical context



12. Provide chart paper. Have participants paste image in center of page. Tell them to create a mind map using the themes as topics. Gather information from the analysis tool and primary sources and secondary research to create scenarios that reflect each theme.
13. Post charts around the room. Number the charts. Have participants pick numbers that correlate to the charts.
14. Participants will create their character based on the mind map on the chart they have chosen and the information it contains.
15. Then they will answer the essential question: Has history offered teens opportunities for growth or limited their potential? Using the information, they have researched, ask participants to make a verbal claim and support it with the evidence gathered on the charts.

Part 3:

1. Reflection:
  - Were you able to complete the activity with confidence?
  - What did you notice about the LOC website that you didn't notice before?
  - How could this lesson activity be adapted for use in your classroom?
  - Was there anything that you found particularly challenging?
2. Session will close with a Q & A from participants.

**Assessment/  
Reflection**

1. Completion of the PSAT.
2. Completed Mind map and character development showing identified primary sources from LOC that helped build theme.
3. Padlet posts connecting activity learning outcomes with classroom application.

Google Form Assessment:

Will you use the Library of Congress website and resources to enhance your current practice?

Yes

No

⋮

If no, please state why. Otherwise skip.

Long answer text

Will you use the Library of Congress website and resources with your students? \*

Yes

No

If no, please state why. Otherwise skip.

Long answer text

Rate the value of this professional development session. \*

	1	2	3	4	5	
No Value to Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Valuable to Instruction

Are you able to analyze a set of related primary sources in order to identify multiple perspectives?

Yes

No

If no, please state why. Otherwise skip.

Long answer text

Are you able to facilitate a primary source analysis using Library of Congress tools in your classroom?

Yes

No

If no, please state why. Otherwise skip.

Long answer text

Would you like a more detailed, direct tutorial on the Library of Congress website?

Yes

No

## Section 1 of 3

**That Was Then This is Now**

Using the Library of Congress website to connect students with literature, history and context by using primary source documents. Please respond to these questions to provide feedback and inform.

Are you able to access primary sources and teaching resources from loc.gov for instructional use? \*

If no, please state why. Otherwise skip.

Are you able to analyze a primary source using the Library of Congress primary source analysis tool? \*

If no, please state why. Otherwise skip.

Are you able to analyze primary sources in different formats? \*



If no, please state why. Otherwise skip.