

TPS Professional Development Activity

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To be implemented in spring 2021

Rationale: My overall idea is to develop a curriculum for my ENG 338 Teaching Writing and Grammar course. Preservice English education students take this course (and I have primary and middle school prospective educators who take the course, as well). I spend a lot of time teaching invention and critical thinking strategies, and incorporating the LOC as a learning tool would offer a vast amount of resources to these young teachers in training. A goal would be for them to learn the inquiry process, be able to scaffold assignments using the resources, and create a research process teaching portfolio. The material we cover in class can be adjusted to fit their specific teaching grade levels. Example activities will focus on Japanese internment during World War II.

Introducing Pre-Service English Teachers to the Library of Congress

Overview	In a college upper-level English education course (Teaching Grammar and Writing), LOC resources will be incorporated to add richness, student engagement, and critical thinking skills into the future teachers' toolboxes. First, as part of the first four-week critical thinking/engagement unit, students will learn how to use photographs and the analysis tool as a writing (and discussion) invention technique. Second, as a four-to-five week research-writing unit, students will be introduced to pairing fiction with LOC resources. Both of these units will offer pre-service teachers a wide range of experience with the LOC, and they will leave the course with a number of teaching methodologies in place.
	<i>How can primary sources enrich pre-service English education teachers' practice, especially in inspiring student engagement, critical thinking, analytical skills, and research writing techniques?</i>
Audience	Upper-level college students who are pre-service English education students.
Time Required	One semester (15 weeks). The Photograph Analysis activity will be introduced in the first unit (critical thinking/engagement), and the Book Backdrop activity will be incorporated in the final unit (research writing).
Goal	At the end of the semester, pre-service English teachers will be able to navigate LOC.gov and create classroom activities based on digitized sources.
Objectives	By the end of this lesson, participants will be able to: <ol style="list-style-type: none">1. Navigate LOC.gov.2. Understand the importance of engagement and analysis offered by primary sources.3. Create engaging writing and discussion assignments using historical primary sources.4. Build a literary/research unit on a literary work, using resources for LOC.gov to create a rich historical and cultural backdrop for the piece of literature.



Digital Resources

The Inquiry-Process:

- The Right Question Institute <https://rightquestion.org/>
- QFT+TPS Mashup = Student Driven Inquiry <https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/qfttps-mashup-student-driven-inquiry>
- Zoom-In Uncle Sam Activity <https://docs.google.com/forms/d/e/1FAIpQLSeBLt1GLpCpAxWDuwnXpR6ruogK5fLjJYUz6jOJ5wrB9VxOA/viewform>

Snow Falling on Cedars Content:

- Japanese Internment Primary Source Set <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/?&loclr=reclnk>
- Ansel Adams' Photographs of Japanese-Americans at Manzanar <https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/?&loclr=reclnk>
- Compare the different Japanese American photos at loc.gov taken from 1942-45 by Dorothea Lange, Russell Lee and Ansel Adams. Look for the different content, emphasis, detail, and perspective.
- Defiant Loyalty: Japanese Internment Camp Newspapers <https://blogs.loc.gov/loc/2017/05/defiant-loyalty-japanese-american-internment-camp-newspapers/>
- Why Didn't the Japanese Americans Resist? [Experiencing War Asian-Pacific Americans Going For Broke](#) part of the [Veterans History Project](#).
- After the Day of Infamy: Man on the Street Interviews the Day after Pearl Harbor <http://www.loc.gov/teachers/classroommaterials/connections/pearl-harbor/thinking.html>
- "Man-on-the-Street", Dallas, Texas, December 9, 1941 (AFS 6373A)
- Japanese Internment <https://www.loc.gov/collections/japanese-american-internment-camp-newspapers/about-this-collection/>
- <http://www.loc.gov/teachers/classroommaterials/lessons/fear/>
- <https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/>
- Case Maker: <https://mycasemaker.org/>
<https://mycasemaker.org/challenges/japanese-american-internment-and-citizenship-rights/>

Professional Development

- Analyzing Photographs PD Activity <http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Analyzing-Photographs.pdf>
- Videos from the LOC: *Exploring the Library of Congress Website, Library of Congress 101, LOC.gov for Teachers, Teaching with Primary Sources, Teaching Students to Ask Their Own Questions*
- LOC Professional Development Builders: Analyzing Photographs, Connecting with Primary Sources, Perception through Photographs.
- Book Backdrop PD Activity <http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Book-Backdrops.pdf>

Classroom Materials In a physical classroom, the only items necessary will be a computer and a projector/screen. All handouts will be posted in our university LMS system (currently Canvas), and all LOC QFT and analysis activities will be shared via computer projection. In an online classroom, only the LMS system will be necessary.

Preparation Because this activity is for pre-service English teachers who are college students, the preparation will be the same as writing the curriculum for a course. As noted throughout this plan, this plan will be implemented in the beginning unit of the class when composition pedagogy is explored. We spend a lot of time on invention strategies, and the LOC QFT and Primary Source Analysis Tool will be introduced at that time. In the third unit, when we discuss how to teach research writing, the primary source set about the Japanese Internment will be incorporated into the teaching of *Snow Falling on Cedars*. A book backdrop project will be incorporated into the unit's requirements. All in all, the preparation component will consist of weaving the LOC concepts and activities into the 15-week course curriculum.

Procedure Since this plan will be integrated into an upper level college class for pre-service English teachers, the activities will span a 15-week semester.

1. At the start of the semester, we discuss composition theory, experiential learning, and critical thinking activities. As part of this unit, the Zoom In approach will be used along with the Primary Source Analysis Tool. I will lead the class in the first activity, and, as an out-of-class assignment, each class member will use the LOC to find an image to lead the discussion. At this point, the students will also be introduced to the LOC, the Analyzing Photographs PD Builder, and the *Teaching Students to Ask Their Own Questions* video. This video runs just under 45 minutes, so this will be an out-of-class activity tied to a discussion board. I also plan to use Barbara Stripling's research and ideas from *Understanding the Inquiry Process*. The goal of this unit is to show these future teachers methods to encourage critical thinking for writing assignments and discussions. Even if they are not using resources from the LOC the Primary Source Analysis Tool is a wonderful resource to nudge students beyond surface thinking.
2. The last five weeks of class, or Unit 3, will be spent leading the students through the novel *Snow Falling on Cedars* by using LOC primary sources. This unit will start with a version of the PD activity in Book Backdrop. Students will identify a book that will be part of their curriculum as the book to work on for their final project. Then, as I lead them through the novel and show them how to use the LOC Japanese American Internment resources to provide deeper understanding, encourage student engagement, sharpen inquiry skills, and develop research writing pedagogy skills, the students will be engaged in a practicum for their project. Part of this unit will be teaching about the LOC resources. In addition to a guided tour in our classroom, I will assign students the following short videos: *Exploring the Library of Congress Website*, *LOC.gov for Teachers*, and *Teaching with Primary Sources*. The goal of this unit is to show students how to enrich literature with primary sources.

**Assessment/
Reflection**

The end project for this class is to create a teaching portfolio, so both of these units must be represented in that portfolio. The portfolio is accompanied by a teaching philosophy statement and a reflection on the process of building the portfolio.

Additionally, in Unit 1, the students will engage in discussion board posts and a teaching demonstration using a LOC photograph.

In Unit 3, the students will create a Book Backdrop for their chosen book. Part of that project will be an overview reflection that describes each student's understanding of how a book backdrop enriches the chosen book. The students will also complete a scavenger hunt about the LOC. Short presentations about their books and resources will be the final step.