

TPS Level III Final Project Template
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Projected Date for Implementation: First Session (August 31, 2015) and Second Session (November 2015)

Title of Activity	<i>Citing Evidence to Support Claims with Sources from the Library of Congress</i>
Overview	<i>This activity will help introduce teacher candidates to the literacy skill development required in the EdTPA and Common Core State Standards, strategies for finding sources on the Library of Congress website, and ways to use these sources to cite evidence to support a claim.</i>
Essential or Investigative Question	<i>What are ways we can introduce students to the strategies of reading like a writer with text- and image-based sources from the Library of Congress?</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 3-5</i> • <i>Grades 6-8</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>Art</i> • <i>English as a New Language</i> • <i>English Language Arts</i> • <i>Exceptional Needs</i> • <i>General</i> • <i>Literacy: Reading Language Arts</i> • <i>Social Studies</i>



Time Required	2 60-minute periods (one lecture with activities and one to workshop sources students selected)
Goal	<p>The goals for this PD introductory activity are:</p> <ul style="list-style-type: none"> - identify and discuss the literacy requirements in the Common Core State Standards - connect these “new literacies” to classroom instruction - define primary sources - identify ways to find primary sources on the LOC website - identify classroom materials on the LOC website as well as Picturing Modern America - participate in an activity that requires analyzing a set of primary sources from the 1937 flood and oral histories on the same topic archived at Shawnee Community College - identify ways to support students’ acquisition of skills to cite evidence to support claims - select and incorporate sources from the LOC website in their instruction
Standards	<p>The most appropriate standards for my audience of preservice teachers in Illinois are the Illinois Professional teaching standards. For this session, I will focus on the following:</p> <ul style="list-style-type: none"> - 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications - 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines - 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs
Objectives	<p><i>Select one or more TPS objectives.</i></p> <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Access teaching tools and primary sources from loc.gov/teachers. • 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. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p><i>Use this section to link to the primary sources, handouts, documents, and web sites that will be used.</i></p> <ul style="list-style-type: none"> • Primary sources: <ul style="list-style-type: none"> ○ “Election Day” (1909) ○ https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=OCB8QFjAAahUKEwi-p5-X3NTHAhUMOpIKHVGIaEk&url=http%3A%2F%2Fwww.loc.gov%2Fpictures%2Fitem%2F97500226%2F&ei=KwTIVf7IOoz0yATRkLIBA&usq=AFQjCNHzmFtOe13Nyw-OAOKCLMLiyTCBiw&sig2=76EGu-iRXkMDdcU-tBzD3A ○ Flood of 1937 in Southern Illinois Images from Library of Congress



	<ul style="list-style-type: none"> ○ 1937 ○ Lee, Russell and Rothstein, Arthur ○ Found at: http://www.loc.gov/pictures/related/?fi=subject&q=Floods--Illinois&op=EQUAL&sp=1 and http://www.loc.gov/item/2004678082/ ○ ● Other resources: <ul style="list-style-type: none"> ○ YouTube Video: How to Cheat with a Coca-Cola Bottle ○ https://www.youtube.com/watch?v=NRgM9-n7K5E ○ Newspaper Article – “...Google-proof Questions to stop pub quiz smartphone cheats” ○ http://www.manchestereveningnews.co.uk/news/greater-manchester-news/quizmaster-devises-qoogle-proof-questions-to-stop-878011 ○ Picturing Modern America (Image Detective) ○ http://cct2.edc.org/PMA/ ○ Shawnee Community College Local History Project ○ http://www.shawneecc.edu/library/local_history_project.asp ○ Teacher’s Guide: Analyzing Primary Photographs and Prints ○ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photo_graphs_and_Prints.pdf ○ NOTE: All sources are BOLDED in procedures when they are used.
Classroom Materials	LCD Projector Screen Handouts (see Appendices) White/chalkboard or chart paper Dry-erase markers/chalk/markers
Preparation	Use this section to tell the facilitator everything that needs to be done PRIOR to beginning the activity with the participants. <ul style="list-style-type: none"> ● Review “Deconstructing EdTPA” ● http://www.nystce.nesinc.com/PDFs/NYACTE-NYSATE_2Deconstructing_edTPA_101712.pdf ● Facilitator needs to make copies for each participant of excerpts from Henretta Moore’s interview and the image bank of photographs from the LOC ● Be prepared to show examples of Common Core State Standards in English-Language Arts for Informational Texts
Procedure	Use this section to list the exact steps the facilitator will use DURING the facilitation of the activity. <ul style="list-style-type: none"> ● Ask: “What will literacy look like in your classroom?” ● Have students think-pair-share responses for about 3-5 minutes; write responses on the whiteboard or chart paper ● (This is a common question administrators are starting to ask candidates in all content areas as a direct result of Common Core State Standards). ● Ask: “How are the Common Core State Standards different than how you learned as a student?” “Why are we making this change in education?” ● (Students may comment on the immediate access of information and the needs for different ways for students to learn information, the need for acquiring skills in the 21st



Century, and the need for new ways to assess students.)

- Illustrate examples of a changing world, including **“How to Cheat with a Coca-Cola Bottle”** from YouTube, PhotoMath App, **“Google-proof Questions”** article, and the premise of GID (Google it, Damnit).
- (The point of these sources is to show technology that is challenging the premise that learning and assessment of that learning is just the mere memorization of information. Education is moving toward applying information, not merely acquiring and regurgitating it.)
- Point out Common Core State Standards as examples of “Google-Proof” skills to be acquired over time and applied to new and novel situations (i.e. new sources and topics) rather than facts to memorize.
- Ask: “What are primary sources and why would we use them in classroom instruction?”
- Use **Teacher’s Guide: Analyzing Primary Photographs and Prints** to analyze a sampling of any of the primary source sets available for teachers at: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>
- Ask: “How do we assess students’ uses of this guide?”
- (The point is that it is often difficult to assess these activities beyond participation points, which is why these types of activities are abandoned or relegated to the periphery of curriculum and not at its heart.)
- Introduce the concept of citing evidence to support a claim by showing **“Election Day” (1909)** and providing the following claim: “This 1909 cartoon is against women getting the right to vote.” Have students identify evidence in the cartoon (e.g. distraught man holding crying babies) that supports this claim and provide a justification for why this evidence supports the claim.
- (The purpose of this exercise is to introduce CLAIM → JUSTIFICATION → EVIDENCE)
- Focus on ways to assess students’ justifications they provide to connect evidence to claims (e.g., “The woman looking smug at the distraught man is showing a fear that some people had about women leaving their “duties” at the home if they could vote.”)
- Show the “Suffrage and Woman” module for Image Detective at **Picturing Modern America** to illustrate ways to scaffold the skill to cite evidence to support a claim. (This specific exercise is found at: http://cct2.edc.org/PMA/image_detective/main/index.html?women)
- Show simple ways to find sources at LOC, including quick search with media format on the first page and classroom materials at the teachers’ page.
- Transition to ways to connect textual evidence to visual evidence (e.g. CCSS 6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.)
- Hand out Henretta Moore interview excerpts and LOC 1937 Flood images (**See Appendices**)
- Have students: 1) highlight an important quote that indicates the significance of the event (Mississippi and Ohio Rivers flooding in 1937), 2) identify a Library of Congress image that supports (aligns with or “compliments” the quote visually), and 3) write a justification that supports why the image supports the quote they highlighted.
- Show examples of high school students creating a museum display with these quotes



	<i>and LOC sources (See Appendices).</i>
Assessment/ Reflection	<p><i>For the first part of this professional development, participants will be informally evaluated based on their participation in discussions and completion of the 1937 Flood activity (see Appendices).</i></p> <p><i>For the workshop portion (part 2) of this professional development, students will be evaluated based on the sources they selected from the Library of Congress website and descriptions of how they will use these sources in their own instruction. During this workshop session, students will have an opportunity to present their sources and how they will use them in their instruction and be provided with further instruction on how to properly cite these sources.</i></p>



Appendices

Henretta Moore Interview Excerpts B
Shawnee College Oral History Program

SHAWNEE COMMUNITY COLLEGE

ORAL HISTORY PROGRAM

LOCAL HISTORY PROJECT

Interviewee: Henretta Moore

Interviewer: Edward Whitaker

Subject: The 1937 Flood in Cairo; Camps for Flood Victims
in Wolf Lake

Date: November 6, 1975

W: A lot of people died in it, didn't they?

M: I don't know--maybe a few. I think they tried to save them.
When that levee broke in Mound City they had to get them out
of there.

W: Did they blow the levee in Mound City or did it break?



M: No, it just broke. They didn't blow it up. They had to get those people and bring them to Wolf Lake. Some went one place and some went to others. We went first to Wickliffe and then to Wolf Lake. . . . People were hollering. . . . Cairo people expected the levee to break at any time.

W: What kind of hardships were there after the flood?

M: They took care of them pretty fair. They gave the people in Wolf Lake tickets for some groceries to help them out until they could get back home. . . . The children were given milk and plenty to eat.



Henretta Moore Interview Excerpts C
Shawnee College Oral History Program

SHAWNEE COMMUNITY COLLEGE

ORAL HISTORY PROGRAM

LOCAL HISTORY PROJECT

Interviewee: Henretta Moore

Interviewer: Edward Whitaker

Subject: The 1937 Flood in Cairo; Camps for Flood Victims
in Wolf Lake

Date: November 6, 1975

W: Did they have houses for the people in Wolf Lake?

M: No, CCC camps. Small children stayed in tents. People that didn't have kids also stayed in tents. It was a big place with over a thousand people. People would drive up in cars and sit and look at the people. . . . They wouldn't let the people drink out of ditches; they had pretty clean water to drink.

W: Did the Blacks and whites stay together or were they separated?

M: The white people went to a different place.

W: Did a lot of the houses get damaged by the water?

M: Well, not too bad.

W: How did it affect you?

M: My husband and son stayed here, then I come back home.

There was a dog jumping ditches like he was in the country,



because the water was all in the streets. Let me tell you it was cold.

When we went to Kentucky, we stayed in the courthouse. We had to ride the boat over there and ride the boat back. . . .

W: After the flood you didn't have too hard a time.

M: No, there was just people getting back.

W: Did they have relief?

M: Yes, they give them packages. If they stayed there /In Wolf Lake/ until they released them, they gave them some food.

W: So they gave most of the people food?

M: Yes.

W: Did they give out clothes?

M: Yes, the people overseas sent ships of clothes to help the people. They had a house there with shoes and clothes from overseas, and you could go up there and get them.



Flood of 1937 in Southern Illinois

Library of Congress Prints and Photographs Online Catalog

(<http://www.loc.gov/pictures/related/?fi=subject&q=Floods--Illinois&op=EQUAL&sp=1>)



Boxcar home of flood refugees near Cache, Illinois. About fourteen were living in this car



Flood refugees leaving town. Harrisburg, Illinois



Workers filling bags with sand during the flood. Cairo, Illinois



Piling sandbags along the levee during the height of the flood. Cairo, Illinois



An attempt was made to save furniture and clothes by scaffolding in this house at New Haven, Illinois



Twenty truckloads of corn sent as a gift from the farmers of Livingston County, Illinois, to southeastern Illinois flood area. Near Carmi, Illinois



Flood of 1937 in Southern Illinois

Library of Congress Prints and Photographs Online Catalog

(<http://www.loc.gov/pictures/related/?fi=subject&q=Floods--Illinois&op=EQUAL&sp=1>)



Flood refugee from the Wabash River bottoms brought to McLeansboro, Illinois



Flood refugees at Equality, Illinois



Flood damage. Shawneetown, Illinois



The old Catholic seminary after the flood. Shawneetown, Illinois



School at Tent City near Shawneetown, Illinois



Ellen McAllister, ninety-one years old, the oldest resident of Shawneetown, Illinois, is a flood refugee at Tent City camp



Flood of 1937 in Southern Illinois

Library of Congress Prints and Photographs Online Catalog

(<http://www.loc.gov/pictures/related/?fi=subject&q=Floods--Illinois&op=EQUAL&sp=1>)



Preparing dinner for the six hundred fifty flood refugees encamped at Tent City near Shawneetown, Illinois



A mother and her children, refugees from the 1937 flood, encamped at Tent City near Shawneetown, Illinois



People quartered at Tent City, near Shawneetown, Illinois, eat in large tents from long wooden tables



Flood refugees being fed at Tent City, near Shawneetown, Illinois. The people serving food are volunteers from among the flood refugees









A child flood refugee taking a nap. Tent City near Shawneetown, Illinois



The district manager of the American Red Cross is holding the first two children to be born at Tent City, the flood refugee camp near



Flood of 1937 in Southern Illinois
Library of Congress Prints and Photographs Online Catalog
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Shawneetown, Illinois	
 <p>157 10383-17</p>	 <p>5-2501 45</p>
<p>Tent City. Near Shawneetown, Illinois</p>	<p>Men, women and children waiting in line to be fed. Tent City, Shawneetown, Illinois</p>
 <p>0-12601 45</p>	 <p>5-19701 45</p>
<p>Part of flood refugee family in a tent at Tent City, near Shawneetown, Illinois</p>	<p>Resident rebuilding after the flood devastated his home. Shawneetown, Illinois</p>
 <p>5-12601 47</p>	 <p>5-12601 45</p>
<p>Cache, Illinois, near the crest of the 1937 flood</p>	<p>Flood refugees at the door of their boxcar home near Cache, Illinois</p>

