

## Professional Development Activity

**Name:** Amy Kerr  
**School:** Cornell School District  
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<b>Title of Activity</b>	Immigration: Past and Present
<b>Overview</b>	This activity is designed to show how the Primary Source Analysis tool and the Library of Congress's Student Discovery Sets can be used in the classroom. It will focus on the topic of immigration and model the use of LOC tools to connect history with current events.
<b>Investigative Question</b>	How have our attitudes towards immigration in this country changed over the past century?
<b>Audience</b>	This activity is best suited for educators of grades 9-12 This activity is best suited for social studies educators
<b>Time Required</b>	Approximately 90 minutes (can be broken into smaller sections)
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Understand the Observe-Reflect-Question process</li> <li>• Utilize the Library of Congress Student Discovery Sets</li> <li>• Integrate Discovery Sets, ORQs, and primary sources in social studies classrooms</li> <li>• Relate primary sources to the modern world</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Complete a Primary Source Analysis tool for the Melting Pot picture</li> <li>• Analyze primary sources using the Student Discovery Set tools</li> <li>• Complete a digital PSA for a SDS source</li> <li>• Compare immigration primary sources to headlines about immigration today</li> <li>• Create a plan to use a SDS in individual classrooms</li> </ul>
<b>Digital Resources</b>	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>○ Immigration Student Discovery Set- <a href="http://www.loc.gov/teachers/student-discovery-sets/">http://www.loc.gov/teachers/student-discovery-sets/</a></li> <li>○ The "Melting Pot" <a href="https://www.thehenryford.org/collections-and-research/digital-collections/artifact/254569#slide=gs-213137">https://www.thehenryford.org/collections-and-research/digital-collections/artifact/254569#slide=gs-213137</a></li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>○ Library of Congress Analysis Tools: <a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a></li> <li>○ Library of Congress PSA Guiding Questions- <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf</a></li> </ul>
<b>Classroom Materials</b>	Copies of the Melting Pot picture and Primary Source Analysis Tool; Flip chart and markers (or whiteboard); iPads; optional magnifying glasses; projector/whiteboard to project sources



**Preparation**

- Obtain access to iPad cart—this activity works fine with small groups of 2-4 per iPad
- Copy Primary Source Analysis tools and the Melting Pot for all participants
- Ensure the Student Discovery Set is downloaded on iBooks
- Create a shareable Google Doc with links to the lesson plan and all materials used
- On a whiteboard, or 4 separate flip chart pages. On one write the guided question. Write each of the following at the top of one of the remaining chart pages: Observe; Reflect; Question

**Procedure**

Welcome all participants

- Have participants brainstorm a list of words and phrases that they think summarize current attitudes on immigration. Give them about 2 minutes to complete.
- Instruct participants to choose one word or phrase and add it to a flipchart page or whiteboard. When all participants have contributed, briefly review their words and phrases
- Ask participants where the attitudes are coming from? How do they know that's how people feel? Possible answers include: conversations with friends/political rhetoric/headline news/etc.
- Pass out the Primary Source Analysis (PSA) tool and Melting Pot picture

Instruct learners to look at the PSA tool

- Review the Observe, Reflect, and Question section
- Use the Teacher's Guide to give guiding questions for each section. If necessary, write guiding questions on the flipchart, or project them on the whiteboard
- Check for understanding

Instruct learners to complete the PSA on the Melting Pot photograph

- Inform learners that the magnifying glasses may be used to look closer
- Circulate and prompt learners with guiding questions if they get stuck
- Encourage annotation

Facilitate discussion about PSA

- Fill out the flip chart pages with examples from the participants
- Look for and correct any examples that are in the wrong section (an observation that is really a reflection)
- Ask teachers how this process can be used in a classroom
- Ask teachers why this process should be used in a classroom
- Put answers on whiteboard or flipchart paper

Distribute iPads (if learners aren't 1:1 with their own devices) and instruct learners to open the Immigration Student Discovery Set

- Give learners about 5 minutes to explore the discovery set
- Show learners the annotation tools on the discovery set (time will vary according to technological savvy of group)
- Have learners complete PSA

Instruct learners to respond to the Guiding Question after discussion and Primary Source Analysis

- Pair learners together, or place them in small groups
- Have them respond to the guiding question on a post-it note



- Have pairs share with another pair
- Come back to the flipchart or whiteboard and write a few of the responses
- Discuss responses
- Ask learners if they feel comfortable doing a similar activity in their own classrooms.

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### Assessment

1. Survey: Walk participants through the survey and give closing remarks/take questions/share Google Doc with them. The Survey will include the questions below, can be adapted, and can be done on paper, or online:
  - How comfortable are you using the Library of Congress website?
  - How comfortable are you using the Primary Source Set iBooks?
  - What is one way in which you can incorporate what you've learned into your curriculum?
  - What further supports do you need to integrate primary sources into your classroom?
2. Successful completion of 2 PSA Tools—one paper, one digital
3. Reflection:
  - Written response the guiding question
  - Survey including questions on how the session was applicable to individual classes AND an action item to be completed in class

