

TPS Professional Development Activity Template

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Projected Date for Implementation: Spring 2019

Title of Activity	Teaching Theatre History with Primary Sources
Overview	In this activity, designed for instructors of undergraduate students in Theatre, participants investigate a milestone in U.S. theatre history using primary sources, explore significant primary source collections, and share strategies for using primary sources in the classroom.
Essential or Investigative Question	How can primary sources engage learners in investigating the history of theatre in the United States?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • 13+ • 9-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • Theatre/ Performing Arts • English / Language Arts
Time Required	2 hours
Goal	Teach with primary sources
Standards	<p>AASL 2.1.1 AASL 2.1.3 AASL 3.1.1</p> <p>ACRL Framework for Information Literacy for Higher Education</p> <ul style="list-style-type: none"> • Research as Inquiry • Information Has Value
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<ul style="list-style-type: none"> • Primary source from loc.gov: <ul style="list-style-type: none"> ○ Title: The W.P.A. Federal Theatre Negro Unit [presents] Macbeth by William Shakespeare



	<ul style="list-style-type: none"> ○ Creator: Velonis, Anthony, 1911-1997, artist ○ Date created/published: [New York : Federal Art Project, between 1936 and 1938] ○ URL: http://www.loc.gov/pictures/item/92522687/ ● Uncatalogued archival materials from the Federal Theatre Project collection, 1932-1943 (https://lccn.loc.gov/2003682046), digitized as part of the American Memory presentation <i>The New Deal Stage: Selections from the Federal Theatre Project 1935-1939</i> (http://memory.loc.gov/ammem/fedtp/fthome.html). See the section of the site dedicated to <i>Macbeth</i>, New York City, April 14-June 20, 1936 (http://memory.loc.gov/ammem/fedtp/ftmb1.html). <ul style="list-style-type: none"> ○ Photographic Negative from New York production of <i>Macbeth</i> (Lafayette Theatre, #46). Finding Aid Box 1221 http://memory.loc.gov/music/ftp/fprpn/1221/12210057/0001v.jpg ○ Photographic Negative from New York production of <i>Macbeth</i> (Lafayette Theatre, #43-3). Finding Aid Box 1221 http://memory.loc.gov/music/ftp/fprpn/1221/12210051/0001v.jpg ○ Photographic Negative from New York production of <i>Macbeth</i> (Lafayette Theatre, #48). Finding Aid Box 1221 http://memory.loc.gov/music/ftp/fprpn/1221/12210058/0001v.jpg ○ Costume Design from New York production of <i>Macbeth</i> (Sketch #1). Finding Aid Box 1107. Front: http://memory.loc.gov/music/ftp/fprcd/1107/11070018/0001v.jpg Back: http://memory.loc.gov/music/ftp/fprcd/1107/11070018/0002v.jpg ○ Playbill from New York production of <i>Macbeth</i> (New Lafayette Theatre). Finding Aid Box 1095. Front: http://memory.loc.gov/music/ftp/fprpb/1095/10950008/0001v.jpg Back: http://memory.loc.gov/music/ftp/fprpb/1095/10950008/0002v.jpg ○ Production Notebook from New York production of <i>Macbeth</i> (script, page 40). Finding Aid Box 1035. http://memory.loc.gov/music/ftp/fprpt/1035/10350007/0062v.jpg ○ Production Notebook from New York production of <i>Macbeth</i> (photo 7). Finding Aid Box 1035. http://memory.loc.gov/music/ftp/fprpt/1035/10350007/0081v.jpg ● Other resources: <ul style="list-style-type: none"> ○ Teacher’s Guide: Analyzing Primary Sources ○ Why Use Primary Sources? ○ Using Primary Sources ○ Primary Source Analysis Tool ○ Digital Primary Source Collections in Theatre handout
Classroom Materials	<ul style="list-style-type: none"> ● Facilitator computer ● Projector ● Laptops for participants ● White board and markers

<p>Preparation</p>	<ul style="list-style-type: none"> • Read and understand <ul style="list-style-type: none"> ○ Teacher’s Guide: Analyzing Primary Sources ○ Why Use Primary Sources? ○ Using Primary Sources • Prepare these images for display on projector: <ul style="list-style-type: none"> ○ Lafayette Theatre, #46 ○ Lafayette Theatre, #43-3 ○ Lafayette Theatre, #48 ○ The W.P.A. Federal Theatre Negro Unit [presents] Macbeth by William Shakespeare • Print handouts of the following artifacts. If there will be four groups, only one copy of each artifact will be needed. Groups examine different artifacts. <ul style="list-style-type: none"> ○ Costume Design from New York production of Macbeth ○ Playbill from New York production of Macbeth ○ Script page from Production Notebook from New York production of Macbeth ○ Photo from Production Notebook from New York production of Macbeth • Print copies of Primary Source Analysis Tool for all participants • Print copies of Digital Primary Source Collections handout for all participants
<p>Procedure</p>	<ol style="list-style-type: none"> 1. Invite participants to share previous experiences using primary sources for teaching and research. How did they use them? What types of materials? 2. Use three photos to "Zoom In" on opening night of Macbeth at the Lafayette Theatre, modeling primary source analysis based on the Teacher's Guide to Analyzing Primary Sources. <ul style="list-style-type: none"> ○ Display Lafayette Theatre, #46 ○ Display Lafayette Theatre, #43-3 ○ Display Lafayette Theatre, #48 3. Record responses from the participants on the white board in three columns: <ul style="list-style-type: none"> ○ details you can see (observe), ○ speculation based on prior knowledge (reflect), ○ questions (question). 4. Display the WPA poster for the production and its bibliographic data. Discuss any new insights based on the information and what questions remain. How does this evidence compare with assumptions about Shakespearean theatre in the U.S.? 5. Divide participants into small groups or pairs and distribute one additional artifact to each: <ul style="list-style-type: none"> ○ Costume Design from New York production of ○ Playbill from New York production of Macbeth ○ Script page from Production Notebook from New York production of Macbeth ○ Photo from Production Notebook from New York production of Macbeth 6. Distribute the Primary Source Analysis Tool to all participants and instruct them to fill in the handout based on their examination of the artifact. Check with each group to gauge understanding and progress. 7. After each group has completed its analysis, have a representative of each describe the artifact and share their analysis with the whole group. 8. Discuss impressions of the production and its place in American theatre history, based on combined analyses. Have participants identify questions that remain, and

	<p>encourage reflection on ways primary sources engage students and generate topics for further individual research.</p> <ol style="list-style-type: none"> 9. Distribute the Primary Source Collections handout and describe significant digital primary source collections in theatre at the Library of Congress and the New York Public Library, as well as any additional resources available at your institution. 10. Have participants explore these collections to select resources that interest them and consider how they might use them in conjunction with readings of primary texts or research involving secondary sources. 11. Check with each individual to gauge understanding and progress and address any questions or technical issues. 12. Request volunteers to share their selections and offer suggestions for how they might use primary sources with their own students. Will you use both open and proprietary resources? Why or why not? 13. Invite participants to extend their conversation with other teachers by joining the TPS Teachers Network.
Assessment/ Reflection	<p>What did you learn from this activity? How might you use primary source analysis in your own teaching? How could this kind of activity engage student learning?</p>