

TPS Professional Development Activity Template

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School or Institution: Lawrence Township Public Schools, NJ

Projected Date for Implementation: March 2019

Title of Activity	<i>2019-20: The 100th Anniversary of the 19th Amendment</i>
Overview	Using the event of the 100th Anniversary of the 19th Amendment, PD attendees will be introduced to primary sources in the Library of Congress and collaborate with peers to advance student learning in their content area as they explore the LOC archives.
Essential or Investigative Question	<i>How can analyzing Primary Sources enhance critical thinking in students?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> ● Grades 6-8 ● Grades 9-12 <p>This activity is best suited for educators of the following content area:</p> <ul style="list-style-type: none"> ● Social Studies/ Social Sciences

Time Required	90 minutes
Goals	<ul style="list-style-type: none"> ● Understand primary sources and how to utilize them to enhance critical thinking ● Develop methods to teach inquiry skills ● Gain comfort level with Library of Congress resources in order to successfully teach with primary sources
Standards	<ul style="list-style-type: none"> ● 21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards ● ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers ● Learning Forward The Professional Learning Association http://learningforward.org/standards#.U8amn_IdUk0
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. ● Facilitate and analyze a primary source using Library of Congress tools. ● Access and investigate teaching tools and primary sources in different formats from loc.gov/teachers. ● 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	<p>Primary sources from loc.gov:</p> <ul style="list-style-type: none"> ○ National Anti Suffrage Association, 1911, Harris & Ewing, photographer, http://www.loc.gov/pictures/item/97500067/ ○ The sky is now her limit, http://www.loc.gov/pictures/item/2002716769/ ○ Election Day, http://www.loc.gov/pictures/item/97500226/
Classroom Materials	Teacher laptops, projector, projection screen, audio speakers, Internet connection, photocopies of selected LOC documents (see Preparation)

Preparation	<ul style="list-style-type: none"> • Prepare a Google survey and send to participants ahead of PD workshop to determine prior knowledge of technology (i.e. Internet & Google searches) and LOC resources • After determining the number of registered participants, send links to, or photocopies of, the LOC’s How to Use Primary Sources (first two pages only, don’t include photographs) so participants can read this document before the workshop • Create a Google Classroom for the PD workshop attendees in order to share materials and responses; send invitation to join Google Classroom prior to PD workshop • Make photocopies (enough for all participants) of the 2 previously-mentioned LOC primary sources: “The Sky is Now Her Limit” and “Election Day” • Make photocopies (enough for all participants) of the LOC’s Primary Source Analysis Tool • Make photocopies (enough for all participants) of the LOC’s Teacher’s Guide to Analyzing Political Cartoons • Connect facilitator laptop to projection unit, test Internet connection, speakers/audio level, and slide projection
Procedure	<ol style="list-style-type: none"> 1. Begin by displaying on projection screen the LOC primary source photo: National Anti Suffrage Association, 1911, Harris & Ewing, photographer, http://www.loc.gov/pictures/item/97500067/ 2. Follow the LOC guidelines for Analyzing Prints and Photographs and have attendees silently observe the photo. Have them create talk bubbles to represent what the men and one woman are thinking in the photo (1 minute). Ask attendees to share their talk bubbles, then ask, what did they notice first about the photo? 3. Engage and encourage attendees to discuss the photo, then ask: <i>How could you use this photo to enhance your students’ critical thinking skills?</i> 4. Listen to attendees’ responses and encourage additional comments. 5. Next, depending on results of pre-PD Google survey: either have attendees participate in a “Leaving Evidence of our Lives” activity in order to explain and define primary sources -OR- show LOC video, “LOC.gov for Teachers” https://www.youtube.com/watch?v=UsIT_0WcLsM#action=share 6. After “Evidence” activity -OR- “LOC.gov for Teachers” video: divide the PD workshop participants into small groups - give half the groups the the LOC primary source political cartoon: The sky is now her limit, http://www.loc.gov/pictures/item/2002716769/ and the other half of the groups the LOC primary source political cartoon: Election Day, http://www.loc.gov/pictures/item/97500226/ 7. Explain to groups that they will be analyzing a political cartoon and that they will report afterward. 8. Follow the LOC guidelines for Analyzing Political Cartoons: ask participants to silently study their cartoon for one minute. 9. Hand out a Primary Source Analysis Tool to each participant. 10. Ask groups to work together to analyze their cartoon and record responses on the Primary Source Analysis Tool. Circulate among the groups, guiding them with the selected prompts and questions; remind them to go back and forth between the columns as they work as there is no correct order; ask selected questions from the Observe column of the Teacher’s Guide to Analyzing Political Cartoons; ask selected

questions from the Reflect column of the Teacher's Guide to Analyzing Political Cartoons.

11. Remind the groups to generate one or two questions and strategies for further investigations, if they haven't done so already.
12. Display one of the cartoons on the projection screen. Ask groups who analyzed that cartoon to share some of their responses. At appropriate moments, encourage further discussion with prompts from the LOC's Guide to Analyzing Political Cartoons: "What evidence led you to make that speculation in the Reflect column?" or "What makes you think that?" "Did that question lead you to more observations and reflection?" "What strategies and questions do you have for further investigation?"
13. Repeat Step 12 with the other cartoon.
14. As a whole group, discuss the following: Why do students need to have a body of knowledge about a cartoon's topic in order to be able to interpret a cartoon? What are some ways you can support students in obtaining that knowledge? What are some factors you will use when choosing cartoons for use in your classroom?
15. Distribute the Teacher's Guide to Analyzing Political Cartoons. Review the three columns and the Further Investigation section and discuss.
16. Direct participants to the follow-up ideas at the bottom of the Teacher's Guide to Analyzing Political Cartoons. Ask participants to share which ideas they might use in their classrooms, and what additional ideas come to mind. Refer to this PD workshop's Essential Question: How can analyzing political cartoons enhance critical thinking in students?
17. Explain that you are going to show participants additional primary source resources available for teachers and students on the LOC's website.
18. Show the LOC's homepage and how to locate Primary Source Sets on: Women's Suffrage: Their Rights & Nothing Less; Suffragists & Their Tactics; and Suffrage Strategies: Voices for Votes
19. Explain the issues of copyright and fair use in classrooms
20. Direct participants to the Prints and Photographs section of the Library of Congress.
21. Demonstrate how to locate the Citation Information for a photograph
22. Allow participants time (5 minutes) to search for a person, place, or historic event relevant to their content area.
23. Have participants select one photograph and post it to the PD workshop's Google Classroom. Participants should include the photo's Citation Information
24. Ask for volunteers to present their selected photo link on Google Classroom to the participants via the projection screen.
25. After sharing several participants' photos, ask participants to share how useful the Prints and Photographs section of the LOC will be to them and their students.
26. Show the LOC video, Engaging Students with the Library of Congress
https://www.youtube.com/watch?v=SGq_TSp0UeQ&t=16s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=48
27. Ask participants to share any questions or comments about the LOC, its resources, and/or the PD workshop.
28. Direct participants to complete the Google Survey post-PD assessment.
29. Allow participants remaining time in PD workshop to continue to explore the LOC website; circulate to answer any questions or provide direction
30. Thank participants for attending and solicit final comments about PD workshop.

**Assessment/
Reflection**

- Provide PD attendees with link to Google post-PD session survey to assess learner outcomes; it includes asking participants how the use of primary sources in their teaching will enhance critical thinking in students