

## TPS Professional Development Activity

**Name:** Jihan Breedlove

**School:** Rosewood International Elementary School

**Title** African Americans & West Expansion

**Overview** During the Reconstruction period in U.S History, many African Americans had very few options in terms of economic and social endeavors. Most African Americans at the time were forced to become sharecroppers to maintain their lives and use the skills that they acquired as slaves. As people began migrating to the west, African Americans in the south were presented with an opportunity to do the same. Migration to the west offered African Americans the chance to escape the unfair and unjust laws as well as start a new life. This PD plan explores a Library of Congress online exhibit titled, "The African-American Mosaic: African-American Culture and History," and teaches participants how to engage students in the inquiry process.

**Essential Question** How do the lives of southern African Americans after reconstruction compare with the lives of African Americans who migrated west?

**Audience** **This activity is best suited for educators of:**

- *Grades 3-5*
- *Grades 6-8*

**This activity is best suited for educators of:**

- *English/ Language Arts*
- *Science*
- *Social Studies/ Social Sciences*
- *Technology*

**Time Required** 2 hours

**Goal** At the end of the activity participants should be able to:

- Navigate & use the library of congress website to search for specific primary sources or explore new primary sources
- Understand how primary sources can be used within the classroom for instruction & how to abide by usage guidelines for sources
- Understand how to grant their students access to primary sources to read and analyze
- Extend the initial activity to include more student research, which allows students to learn to use the website as well.

**Standards** ISTE Standards for Teachers <http://www.iste.org/standards/standards-for-teachers>

- 1a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 1b. Pursue professional interests by creating and actively participating in local and global learning networks.
- 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency
- 3c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.



- Objectives** By the end of this PD Activity, participants will be able to:
- Describe examples of the benefits of teaching with primary sources.
  - Access teaching tools and primary sources from [loc.gov/teachers](http://loc.gov/teachers).
  - Access primary sources and teaching resources from [loc.gov](http://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**

**Primary sources from [loc.gov](http://loc.gov):**

***Nicodemus, Kansas, Township Maps***

1906. George A. Ogle Company

<http://www.loc.gov/exhibits/african/afam010.html#obj0>

***Z.T. Fletcher, an early resident of Nicodemus, Kansas***

Date and creator unknown.

<http://www.loc.gov/exhibits/african/afam010.html#obj1>

***Historic Fletcher-Switzer House in Nicodemus***

1983. <http://www.loc.gov/exhibits/african/afam010.html#obj5>

**Other resources:**

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

**Classroom Materials**

- Flipchart
- Projector
- state standards
- each participant will need a device with internet access
- index cards
- sticky notes

**Preparation**

- Print state standards for teachers grades
- Email links o Library of Congress website/ virtual analysis tool
- Create a flipchart to guide you through the activity that can be emailed later
- Create extension activities and print examples (ex: an outline for a guided essay)

**Procedure**

1. Discuss the importance of having an essential question for instruction with participants, model with the essential question of this activity.
2. Model using [loc.gov](http://loc.gov) to search for primary sources first while participants watch.
3. Show participants *The African-American Mosaic exhibit* on [loc.gov](http://loc.gov)
4. Model choosing a primary source for our topic, African Americans & West Expansion (Source 1: Nicodemus, Kansas, Township Maps)
5. Demonstrate how to create a link to the primary source for students to use.

6. Model attaching the link to Canvas, Google classroom, etc. for student access.
7. Demonstrate how the primary source can be analyzed using the analysis tool for a comparison such as the essential question in this lesson. (Use primary source 2)
8. Have participants work in small groups to analyze primary source 3 then discuss as a whole group
9. Ask participants to choose an upcoming standard from their pacing to research today.
10. Walk participants through accessing the library of congress and assist with searching for sources.
11. Allow participants time to research primary sources that could be used in instruction for their upcoming standards
12. Give examples and/or handouts of extension activities that are student centered. If time allows, ask participants to come up with their own extension activities for the sources they selected.

**Assessment/  
Reflection** Ask each participant to identify 3 things that they learned and any questions that they still may have about the Library of Congress or primary sources.