

**TPS Professional Development Activity**

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Projected Date for Implementation: November 2017

**Title** Alabama in the 1930s

**Overview** This PD Activity is designed to allow English 1 teachers an opportunity to explore the Library of Congress website in order to find primary sources to be used within their classroom (specifically as related to Alabama in the 1930s – the setting of the novel *To Kill A Mockingbird*).

**Investigative Question** How can the use of primary resources help foster student understanding as related to literary texts?

**Audience** This activity is best suited for educators of Grades 9-12 English/ Language Arts.

**Time** One, 1 hour session.

**Goal** Implement the use of primary sources from the Library of Congress website to support literary texts

**Standards** 21st Century Learner Standards

- 2.1.4 Use technology and other information tools to analyze and organize information.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

ISTE Standards for Teachers

- 5a: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

**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.
- Access primary sources and teaching resources from loc.gov for instructional use.
- Analyze a set of related primary sources in order to identify multiple perspectives.

**Digital Resources**

**Primary sources from loc.gov:**

- *Title:* Guard at company town. Jefferson County, Alabama  
*Date created/published:* 1937  
*Creator/Author:* Arthur Rothstein  
*URL:* <https://www.loc.gov/item/fsa2000007057/pp/>



- *Title: Movie theatre front in an Alabama town*  
*Date created/published: 1936 Aug.*  
*Creator/Author: Walker Evans*  
*URL: <https://www.loc.gov/item/fsa1998021013/PP/>*
- *Title: Middle class houses of the town. Birmingham, Alabama*  
*Date created/published: 1938 March*  
*Creator/Author: Walker Evans*  
*URL: <https://www.loc.gov/item/fsa1998020846/PP/>*

**Other resources:**

- Primary Source Analysis Tool  
*URL: <http://www.loc.gov/teachers/primary-source-analysis-tool/>*
- PD Response Form  
*URL: <https://goo.gl/forms/2x3Y4i7emH01IjK82>*

**Classroom Materials**

Classroom projector, participant laptops (or other means to connect to internet)

**Preparation**

- reading of necessary background material
- prepare to display images on projector
- print copies of the sources or share them digitally with participants
- use of a computer and projector to show LOC.gov
- room arrangement, if necessary

**Procedure**

1. Gauge participant’s knowledge of the Library of Congress website. For any who have used the site, probe to see what features they are familiar with.
2. Using the projector, show participants the LOC website, highlighting on important features. Parts of the site to feature: [Today In History](#), [Prints and Photographs](#), [Chronicling America](#), [Teacher’s Page Themed Resources](#), [Copyright and Primary Resources](#), [Professional Development Builder](#)
3. After showing various parts of the LOC website, pass out the Primary Source Analysis Tool and discuss its features.
4. Next, have participants break off into 3 smaller groups and give each group a different source. Have them conduct a primary source analysis using the analysis tool.
5. Once the Primary Source Analysis Tool has been filled out, discuss each group’s analysis while projecting the image on the board.
6. Ask the participants how these images could impact student perception while reading *To Kill A Mockingbird* and discuss.

7. Ask each participant to use their computer to open the Library of Congress Website. Direct them to [Farm Security Administration Collection](#), with the parameters of years 1930-1939 and Alabama as the location.
8. Have participants view the collection, selecting three images that they can use in the classroom to help portray Alabama in the 1930s to their students.
  - a. If participants would like to choose a new topic to search, allow them to do so as long as they chose 3 sources and back up their selection with reasoning.
9. Participants should fill out [PD Response Google Form](#) with their selections and reaction to the session.

**Assessment/  
Reflection** Participants in the PD Session will be assessed based upon their answers to the PD Response Handout. This handout will help the presenter understand how much the participants learned and how they intend on applying the information to their classrooms.