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**School or Institution:** Warwick TPS Partnership

**Projected Date for Implementation:** 2016-2017 academic year

<b>Title of Activity</b>	How Did the Women's Suffrage Movement Shape and Reflect the Lives of American Women in the 19th and Early 20th Century?
<b>Overview</b>	<p>The Warwick TPS Partnership is a collaborative effort among the Warwick Valley Central School District, the Warwick Historical Society and the Albert Wisner Public Library. The three organizations have long-time connections sharing community primary sources, particularly in the local 12-property Historical District. The 3-day workshop and follow-up consulting sessions planned for the 2016-17 school year will provide sustained training for teachers on integrating TPS into the classroom and familiarizing them with Library of Congress primary sources.</p> <p>One unique goal of the partnership is to link local historical figures, sites, artifacts and other local primary source to each topic so students can understand the connections of state, national or global issues to their own community.</p>
<b>Essential or Investigative Question</b>	<p>Essential question for selected group (Grade 11-12 Social Studies): <i>How did the Women's Suffrage movement shape and reflect the lives of American Women in the 19<sup>th</sup> and early 20<sup>th</sup> century?</i></p> <p>Supporting Questions: <i>How can students connect their classroom studies to the New York 2017 Centennial of Women's Suffrage? How can the study of local suffragette, Lydia Sayer Hasbrouck, editor of the Suffragette newspaper, <u>The Sibyl</u>(1856-1860), help to understand the factors that motivated the women's suffrage movement?</i></p>
<b>Audience</b>	<p><b>This activity is best suited for educators of:</b></p> <ul style="list-style-type: none"> <li>• Grades 5-12 , workshop; Grades 11 and 12, Women's Suffrage strand</li> <li>• Social Studies and ELA, workshop; Social Studies, Women's Suffrage strand</li> </ul>
<b>Time Required</b>	<p>This activity is a 3-day workshop planned for Grade 5-12 teachers in August, 2016. After presenters teach general strategies in searching for Library of Congress and local primary sources and source sets, high school social studies teachers will follow a strand in their break-out sessions using the Library of Congress source analysis tools on materials related to Women's Suffrage. Strands for teachers of other grade levels and subject areas will be developed when workshop enrollment is completed. Five staff developers from the Warwick Historical Society and a research librarian from the Albert Wisner Public Library will conduct the workshops and group break-out sessions.</p>



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<b>Goal</b>	Teachers will be able to find primary sources at the Library of Congress website, at the Albert Wisner Public Library Local History Database and at the Warwick Historical Society Past Perfect Archive. Teachers will use primary source analysis tools to evaluate a variety of sources. Teachers will learn strategies for implementing primary sources in their classroom lessons.
<b>Standards</b>	<p>NYS Grades 9-12 Social Studies Frameworks at: <a href="http://www.engageny.org">www.engageny.org</a>.</p> <p>11.3b Students will examine the emergence of the women's rights movement out of the abolitionist movement.</p> <p>11.4b Students will examine the exclusion of women from the 14<sup>th</sup> and 15<sup>th</sup> amendments and the subsequent struggle for voting and increased property rights in the late 19<sup>th</sup> century.</p> <p>11.5 Students will examine the efforts of the women's suffrage movement after 1900 leading to ratification of the 19<sup>th</sup> amendment (1920).</p> <p>12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government.</p>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources for lesson planning from loc.gov/teachers.</li> <li>• Access primary sources and teaching resources from loc.gov for classroom use.</li> <li>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching strategies, etc.).</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.</li> </ul>


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# TEACHING with PRIMARY SOURCES

Digital Resources	<p><b>Primary sources:</b> Primary source set--mixed topics for opening activity: <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Connecting-with-Primary-Sources.pdf">www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Connecting-with-Primary-Sources.pdf</a></p> <p>Primary source set—newspapers: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Newspapers.pdf">www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Newspapers.pdf</a></p> <p>Primary source set—photographs and prints: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf">www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</a></p> <p>Primary source set—Women's Suffrage: <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/">www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/</a></p> <p>Warwick Historical Society PastPerfect Archive (portal going on-line, Summer 2016): <a href="http://www.warwickhistoricalsociety.org">www.warwickhistoricalsociety.org</a></p> <p>Albert Wisner Public Library Local History Database: <a href="http://guides.rcls.org/warwickvalleyhistory">http://guides.rcls.org/warwickvalleyhistory</a></p> <p><b>Other resources:</b> Library of Congress overview film: <a href="http://www.loc.gov/teachers/professionaldevelopment/selfdirected/introduction/index.html">www.loc.gov/teachers/professionaldevelopment/selfdirected/introduction/index.html</a></p> <p>Library of Congress primary source analysis tools: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf">www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf</a></p> <p>McTigue, Jay and Grant Wiggins. <u>Essential Questions</u>. ASCD, 2013. <a href="http://www.ascd.org/publications/books/109004">www.ascd.org/publications/books/109004</a></p> <p>Stripling Model of Inquiry: <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Understanding-the-Inquiry-Process.pdf">www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Understanding-the-Inquiry-Process.pdf</a></p>
Classroom Materials	Smartboard; laptops with internet connection for presenters and attendees; Library of Congress Primary Source Analysis Tools (on-line and paper copies), Connecting with Primary Sources Sets (paper copies), markers, pens, paper, local artifact displayed by topics relevant to the workshop.



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<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Preparing flyer to inform teachers of PD workshop opportunity</li> <li>• Training of teaching partners from Historical Society and Library</li> <li>• Copying of materials for workshop use and teachers' take-away folders</li> <li>• Preparing to display items on smartboard, projector or tables.</li> <li>• Having laptops, flip chart, paper and markers ready</li> <li>• Preparing rooms at Library and at Historical Society for workshop subgroups</li> <li>• Finalizing an evaluation tool for use at the end of the workshop</li> </ul>
<b>Procedure</b>	<p>Workshop Day 1—In morning session at Albert Wisner Public Library, participants will:</p> <ul style="list-style-type: none"> <li>• do activity on primary source group sets of photos making their own groups for discovery and discussion of commonalities in photos/sketches/articles and other documents in sets.</li> <li>• view the video virtual visit to the Library of Congress to understand the range of resources available.</li> <li>• explore the Library of Congress website to practicing searches, narrowing and expansion of searches</li> <li>• receive folders of analysis tools for students and teachers guides for tools</li> </ul> <p>Workshop Day 1—In afternoon session at Warwick Historical Society, participants will:</p> <ul style="list-style-type: none"> <li>• Practice using variety of analysis tools on primary sources at the archive of the Warwick Historical Society</li> </ul> <p>Workshop Day 2—In morning session at Albert Wisner Public Library, participants will:</p> <ul style="list-style-type: none"> <li>• visit map room to view local primary source maps</li> <li>• practice using Library of Congress map analysis tools</li> <li>• receive lesson on accessing Local History Data Base for documents, maps, photographs and appropriate secondary sources</li> <li>• study and review differences between primary and secondary sources and discuss appropriate use in the classroom</li> </ul> <p>Workshop Day 2—In afternoon session at Warwick Historical Society, participants will:</p> <ul style="list-style-type: none"> <li>• tour Warwick Historical Society archive with curator and archivist</li> <li>• receive lesson on accessing Warwick Historical Society archive on-line through PastPerfect portal</li> <li>• plan curriculum enhancements using selected primary sources</li> <li>• Grade 11 and 12 Social Studies teachers will access issues of <u>The Sibyl</u> (1856-1860), written and edited by local suffragette, Lydia Sayer Hasbrouck</li> </ul> <p>Workshop Day 3—In morning session at Albert Wisner Public Library, participants will:</p> <ul style="list-style-type: none"> <li>• receive lesson on creating essential questions to guide enquiry of primary sources</li> <li>• decide on classroom units that they will enhance with primary sources</li> <li>• begin group work with grade level or subject area colleagues on selection of primary sources for curriculum enhancement</li> </ul>





# TEACHING *with* PRIMARY SOURCES

	<p>Workshop Day 3—In afternoon session at Warwick Historical Society, participants will:</p> <ul style="list-style-type: none"><li>• work with facilitators on selection of primary sources and incorporating them into their lessons guided by essential questions</li><li>• plan schedules for consulting during the academic year</li></ul>
<b>Assessment / Reflection</b>	<ul style="list-style-type: none"><li>• Participants will complete the Warwick Partnership Workshop Assessment form.</li><li>• Presenters will conduct an informal assessment of the workshop at a follow-up meeting.</li><li>• Presenters and participants will continuously assess progress at consulting sessions during the academic year.</li></ul>



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