

Name: Gregory L. Giardina

Institution: Sacred Heart Elementary School, Diocese of Pittsburgh

Projected Date for Implementation: June 2015

<b>Title of Activity</b>	<i>How Primary Sources Can Wake Up Your Classroom</i>
<b>Overview</b>	<p>This offering is meant as an introduction into the use of the Library of Congress and Teaching with Primary Sources for teachers who want to gain a basic understanding and familiarity with resources the Library of Congress has to offer. It is intended to allow the participant to get a basic understanding of what is available through the use of an online <a href="https://www.edmodo.com/">https://www.edmodo.com/</a> page. Three different components will be provided:</p> <ol style="list-style-type: none"> <li>1) Examples of Teaching with Primary Sources.</li> <li>2) Resources for those who want to find out more.</li> <li>3) A Practice Lesson to gain a basic understanding of the power of Teaching with Primary Sources.</li> </ol>
<b>Essential or Investigative Question</b>	<p>Participants will be asked to develop an Inquiry-based lesson introduction using a primary source set and an essential question to direct student analysis. The essential question should direct students in examining the materials to find information about the time and people they are about to study. A model question could be: "What do these images tell us about the life and times of the people they portray?" and can be edited to fit the primary source set.</p>
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels:</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Grades 9-12</li> <li>• May prove useful as an introduction to teachers of earlier grade levels</li> </ul> <p><b>This activity is best suited for educators of the following content areas:</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Science</li> <li>• English Language Art</li> </ul>
<b>Time Required</b>	<ul style="list-style-type: none"> <li>• 1 hour initially (more to explore resources)</li> </ul>
<b>Goal</b>	<ul style="list-style-type: none"> <li>• To develop an online introduction for teachers to the effective use of Primary Sources in the classroom to develop student inquiry skills.</li> </ul>
<b>Standards</b>	<p><b>21st-Century Learner Standards</b></p> <ul style="list-style-type: none"> <li>• 1.19 Collaborate with others to broaden and deepen understanding.</li> <li>• 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</li> <li>• 2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems.</li> <li>• 3.2.3 Demonstrate teamwork by working productively with others.</li> </ul>



	<p><b>ISTE Standards for Teachers</b></p> <ul style="list-style-type: none"> <li>• II.A Design developmentally appropriate learning opportunities that apply technologically-enhanced instructional strategies to support the diverse needs of students.</li> <li>• III.C Apply technology to develop student's higher order skills and creativity.</li> </ul>
<p><b>Objectives</b></p>	<p><b>By the end of this PD Activity, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Access teaching tools and primary sources from <a href="http://www.loc.gov/">http://www.loc.gov/</a>.</li> <li>• Access primary sources and teaching resources from loc.gov for instructional use.</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>
<p><b>Digital Resources</b></p>	<ul style="list-style-type: none"> <li>• <b>Primary sources:</b> <ul style="list-style-type: none"> <li>○ Library of Congress- <a href="http://www.loc.gov/">http://www.loc.gov/</a> Search Filtered with the Photos, Prints, Drawings option or search the Prints and Photographs Online Collection</li> </ul> </li> <li>• <b>Other resources:</b> <ul style="list-style-type: none"> <li>○ The Cherokee Removal Project in .pdf format</li> <li>○ TBA - The John Brown – Martyr or Madman Editorial Project in .pdf format</li> <li>○ Revised Library of Congress Primary Source Analysis Tool Worksheet.pdf</li> <li>○ Teaching With Primary Sources – Edmodo.com Page</li> <li>○ <a href="https://edmo.do/j/jwuj4a">https://edmo.do/j/jwuj4a</a></li> <li>○ Why Use Primary Sources? - The Library of Congress</li> <li>○ <a href="http://loc.gov/teachers/usingprimarysources/whyuse.html">http://loc.gov/teachers/usingprimarysources/whyuse.html</a></li> </ul> </li> <li>• Engaging Students with Primary Sources – The Smithsonian National Museum of American History <ul style="list-style-type: none"> <li>○ <a href="http://historyexplorer.si.edu/PrimarySources.pdf">http://historyexplorer.si.edu/PrimarySources.pdf</a></li> </ul> </li> <li>• Book Backdrops: Bringing Historical Fiction to Life with Primary Sources – Gail Petri Powerpoint <ul style="list-style-type: none"> <li>○ <a href="http://www.slideserve.com/jennis/why-teach-with-primary-sources">http://www.slideserve.com/jennis/why-teach-with-primary-sources</a></li> </ul> </li> <li>• Teaching with Primary Sources program at Waynesburg University – Resource <ul style="list-style-type: none"> <li>○ <a href="http://tps.waynesburg.edu/resources">http://tps.waynesburg.edu/resources</a></li> </ul> </li> <li>• TPS Southwestern Pennsylvania Partner <ul style="list-style-type: none"> <li>○ <a href="http://tps.waynesburg.edu/swpa">http://tps.waynesburg.edu/swpa</a></li> </ul> </li> <li>• Tools for Educators -Teaching with Primary Sources - MTSU <ul style="list-style-type: none"> <li>○ <a href="http://library.mtsu.edu/tps/tools.php">http://library.mtsu.edu/tps/tools.php</a></li> </ul> </li> <li>• Teachers Index Page – Library of Congress</li> </ul>



	<ul style="list-style-type: none"> <li>○ <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></li> <li>● SCIM-C Explanation: A Strategy for Interpreting History – Historical Inquiry             <ul style="list-style-type: none"> <li>○ <a href="http://www.historicalinquiry.com/scim/index.cfm">http://www.historicalinquiry.com/scim/index.cfm</a></li> </ul> </li> <li>● SCIM-C Explained by David Hicks – YouTube (posted by John Lee)             <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=UN7J1T0w9eo">https://www.youtube.com/watch?v=UN7J1T0w9eo</a></li> </ul> </li> <li>● The College, Career &amp; Civic Life (C3) Framework for Social Studies State Standards – National Geographic             <ul style="list-style-type: none"> <li>○ <a href="http://education.nationalgeographic.com/education/media/college-career-and-civic-life-c3-framework-social-studies-state-standards/?ar_a=1">http://education.nationalgeographic.com/education/media/college-career-and-civic-life-c3-framework-social-studies-state-standards/?ar_a=1</a></li> </ul> </li> <li>● College, Career, and Civic Life (C3) for Social Studies - NCSS             <ul style="list-style-type: none"> <li>○ <a href="http://www.socialstudies.org/c3/c3framework">http://www.socialstudies.org/c3/c3framework</a></li> </ul> </li> <li>● College, Career, Civic Life – C3 Framework for State Social Studies Standards - PDF             <ul style="list-style-type: none"> <li>○ <a href="http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf">http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf</a></li> </ul> </li> <li>● Copyright and Primary Sources             <ul style="list-style-type: none"> <li>○ <a href="http://www.loc.gov/teachers/usingprimarysources/copyright.html">http://www.loc.gov/teachers/usingprimarysources/copyright.html</a></li> </ul> </li> <li>● Primary Source Analysis Tool – Library of Congress             <ul style="list-style-type: none"> <li>○ <a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a></li> </ul> </li> </ul>
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>● Since the PD Activity will be accomplished online, no classroom materials will be needed. Participants will need access to a computer and printer.</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>● A section of the web page will contain links to assist the user with aspects of the project.</li> <li>● Another section of the web page will provide examples of projects and an explanation of the advantages of using Primary Sources in an inquiry oriented lesson.</li> <li>● Teachers may want to use these sections in preparation, or as a follow up to the activity presented as an assignment.</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. A practice assignment will have participants select a topic to create an introductory lesson using photographs or drawings from the Library of Congress.</li> <li>2. Participants will be directed to select 4 or 5 photos, prints or drawings using a basic search of the Library of Congress with the filter: Photos, Prints, and Drawings.</li> <li>3. An alternate option would be to search the Prints and Photographs Online Collection.</li> <li>4. Participants will create an Essential Question to guide student inquiry in analysis of the Primary Source Set they created. The question can be modeled on the following: “What do these images tell us about the life and times of the people they portray?” and can be edited to better fit the Primary Source Set.</li> <li>5. Participants will select or prepare a Primary Source Analysis Tool. (Both an online</li> </ol>



	<p>version and a printable worksheet will be provided in the Links and Reference Folder. Participants can use them or amend them to fit their needs.) Participants should be prepared to implement the “Observe, Reflect, Question” protocol of the tool. (The online version provides sample questions as guidance.)</p>
<b>Assessment/ Reflection</b>	<p>Since the activity is open-ended and self-driven, assessment and reflection will be available via comments and questions posted on the page as replies to the posts, activities, and resources. Users will also be able to add their own work to the collection for others to benefit.</p>

