

TPS Professional Development Activity

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Projected Date for Implementation: January 2018

Title	Presidential Elections of 1916 to 2016: Has the media coverage of political candidates changed in one hundred years?
Overview	This PD activity will allow the participants to perceive the benefits of utilizing primary sources from the Library of Congress as their students will analyze political election cartoons from the past one hundred years.
Investigative Question	How can the use of primary resources help promote the social studies student understanding?
Audience	This activity is best suited for educators of Grades 9-12 in the following content areas: <ul style="list-style-type: none">• Social Studies/ Social Sciences• US History• American Government
Time Required	This PD activity will take 1 hour to implement with the target audience
Goal	<ul style="list-style-type: none">• Promote understanding of the differences between primary and secondary sources• Encourage use of the LOC website by hands-on participation• Foster LOC website learning by discussion of the various features• Advocate LOC website exploration to encourage utilization of LOC website for class specific exercises
Standards	ISTE Standards for Teachers <ul style="list-style-type: none">• 1a - Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.• 2a – Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.• 2c – Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.• 3b – Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.• 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.
- 5c – Explore and apply instructional design principles to create innovative digital principles to create innovative digital learning environments that engage and support learning.

Objectives By the end of this PD Activity, participants will be able to:

- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.
- Analyze a primary source using Library of Congress tools.
- 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.
- Facilitate a primary source analysis using Library of Congress tools.
- 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:

Title: “There he goes again”

Date created/published: 1984

Creator/Author: Pat Oliphant

URL: <http://www.loc.gov/pictures/item/97520534/>

Title: “Watch my lips—I’m gonna be the environment president”

Date created/published: 1988

Creator/Author: Pat Oliphant

URL: <http://www.loc.gov/pictures/item/97520553/>

Title: “Either all our chickens came home to roost, or this is the Arkansas transition team”

Date created/published: 1992

Creator/Author: Pat Oliphant

URL: <http://www.loc.gov/pictures/item/97521041/>

Title: “Creationism or evolution? That’s up to the states”

Date created/published: 2000

Creator/Author: Herbert Block

URL: <http://www.loc.gov/pictures/item/2009632067/>

Title: “The author surveys the result of his handiwork”

Date created/published: 1932

Creator/Author: Rollin Kirby

URL: <https://www.loc.gov/item/acd1996004679/PP/>

Title: "White House or Bust"
Date created/published: 1915
Creator/Author: John Scott Clubb
URL: <https://www.loc.gov/item/2009616456/>

Title: "The old poster just around the corner"
Date created/published: 1932
Creator/Author: Rollin Kirby
URL: <https://www.loc.gov/item/2016682671/>

- **Other resources:**

Title: Teacher's guide analyzing political cartoons:
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing Political Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)

Title: Political Cartoons Analysis tool:
<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Classroom Materials

- Projector
- SmartBoard
- Individual computers
- USB flash drive (if not using own computer)

Preparation

- Read necessary background material
- Come up with examples if primary and secondary sources to share
- Familiarize yourself with the LOC website and the teachers page
- Prepare political cartoons to display on SmartBoard
- Print out copies of primary sources and analysis tools or share them with participants digitally
- Ensure that political cartoons are of adequate size to be seen and analyzed
- Confirm internet is working

Procedure

The facilitator will:

1. Greet the participants
2. State the investigative question and review the goals/objectives
3. Ask "what are primary and secondary sources?" and give examples. Have participants share some examples of their own
4. Ascertain their knowledge of the LOC website
5. Depending on their experience, discuss the various features of the LOC website particularly the Teacher's page and the resources listed on the left side. Model

how to search for primary sources and the methods of refining searches.

6. After discussing the resources available, direct their attention to Teacher's guide analyzing political cartoons
7. Show participants the teachers guide political cartoons analysis tool.
8. Model the analysis of one of the political cartoons listed under digital resources
9. Divide participants into groups and ask them to analyze another one of the political cartoons using the blank analysis tool.
10. As time allows, analyze the remaining cartoons and discuss the benefit of primary resources
11. Ask participants to consider how they can use the LOC website to benefit their students and discuss their ideas.
12. Allow participants time to search for resources in their content area. Ask them to find source and jot down ideas of how they would use them in their classroom.
13. Discuss the sources that participants selected and have them share their ideas of implementation.

Assessment / Reflection The facilitator will use role play and small discussion to assess the newly acquired skills of the participants. The conversation that arises will indicate their level of knowledge acquired. The individual search/discussion will indicate if participants have obtained the idea of using primary sources in the classroom.