

Title: Introduction to TPS Professional Development

Goal: To introduce classroom teachers to primary sources, specifically those available through the Library of Congress as well as some analysis tools.

Lesson Objectives: Teachers will be able to:

- Identify appropriate primary sources for use in their classroom
- Locate primary sources in the Library of Congress collection
- Guide students through an analysis process for primary sources

Time Requirement: 45 minutes to 1 hour

Essential Question: How can teachers effectively train students to analyze a variety of primary sources for deeper understanding?

Audience: Professional development activity for all secondary (grades 9-12) content area teachers

Common Core State Standards:

- **Big Idea:** Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
 - **Essential Questions:**
 - How do readers know what to believe in what they read, hear, and view?
 - How does interaction with text provoke thinking and response?
 - **Library Information Concept:** Integrating diverse materials
CCSS: ELA CC.1.2.G, Science CC.3.5.G, SS & H CC.8.5.G, BCIT 15.3.E
- **Big Idea:** Effective research requires the use of varied resources to gain or expand knowledge.
 - **Essential Questions:**
 - What does a reader look for and how can s/he find it?
 - How does one organize and synthesize information from various sources?
 - **Library Information Concept:** Research Process – Effective inquiry and Evaluating sources
CCSS: ELA CC.1.4.V and CC1.4.W, Science CC.3.6.G, SS & H CC.8.6.G, BCIT 15.3.E


(Source: Library Information Concepts for the Model Curriculum for PA School Library Programs, March 23, 2013, *Office of Commonwealth Libraries*)

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Procedure:

- Introduction:
 - Begin with Diego Rivera’s Zapata print projected.
 - Have teachers contribute as a class “what they see.”
 - As information is being given, separate into observable facts and inferences
 - Point out that students don’t often know the difference
- Provide teachers with a paper copy of the Library of Congress Primary Source Analysis Tool
 - Project the interactive version
 - Allow teachers time to work through the tool and share their information
 - Provide teachers with paper copies of all the Teacher Guides for analysis while projecting the location of the sources
- Model other methods of analysis:
 - The Chicago map activity, highlighting the digital map resource
 - The zoom in activity, highlighting the World Digital Library
- Provide teachers with a quick overview of some of the Library of Congress collections
 - Point out how these resources can be used
 - Emphasis these resources are a good place to start when first using the Library
- Discuss organizing primary sources:
 - Share graphic organizers, Padlet, and Timetoast
- Conclusion:
 - Exit survey that would ask teachers how they might use primary sources in their class, what questions they still have, what assistance would they like to effectively use primary sources and the Library of Congress website.

Thumbnail Image	Title Date Collection	Persistent URL Digital ID or Reproduction Number
	<p>Title: Zapata</p> <p>Creator(s): Rivera, Diego, 1886-1957, artist</p> <p>Date Created/Published: 1932.</p> <p>Collections: Fine Prints</p>	<p>http://www.loc.gov/pictures/item/96508789/</p> <p>(Note: Full size image can only be viewed at the Library of Congress.)</p>

