

TPS Professional Development Activity Template

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<https://docs.google.com/presentation/d/1b5dKkwN6bYe5ty5YBVXpzJFF8Xn1pLjca2q-p1Sly4/edit?usp=sharing>

Title of Activity	<i>Types of Propaganda: WWI or The Great War</i>
Overview	<i>In this activity, students will analyze posters and music from World War I or The Great War and determine who is the audience for each and what is the purpose and audience of each. Students will collaborate in groups to analyze posters. Students will be divided into different groups to analyze songs. Three different songs will be given for students to analyze. They will then be grouped with two other students with different songs to determine voice, audience and how it would be used</i>
Essential or Investigative Question	How could popular music be used for propaganda?
Audience	<p>This activity is best suited for educators of the following grade levels (List those that are applicable):</p> <ul style="list-style-type: none"> ● Grades 6-8 ● Grades 9-12 <p>This activity is best suited for educators of the following content areas (List those that are applicable):</p> <ul style="list-style-type: none"> ● Social Studies/ Social Sciences

Time Required	60 minutes
Goal	Goal is to develop inquiry skills for attendees on how to use primary sources to teach students how to look more deeply at how governments use propaganda to influence attitudes
Standards	<p><i>Your PD Activity should reference one or more professional development standard from AASL, ISTE, or Learning Forward (formerly NSDC), as appropriate for your audience.</i></p> <ul style="list-style-type: none"> ● 21st Century Learner Standards



	<ul style="list-style-type: none"> ○ A. Thinking: Learners display curiosity and initiative, Learners contribute a balanced perspective when participating in a learning community, & Learners identify collaborative opportunities by: ● ISTE Standards for Teachers <ul style="list-style-type: none"> ○ 3b: Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. ● Learning Forward The Professional Learning Association <ul style="list-style-type: none"> ○ Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
Objectives	<p>Select one or more TPS Foundation Objectives.</p> <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Analyze primary sources in different formats. ● Analyze a set of related primary sources in order to identify multiple perspectives. ● Facilitate a primary source analysis using Library of Congress tools. ● Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). ● Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Use this section to link to the primary sources, handouts, documents, and websites that will be used. Each TPS PD Activity Plan should include at least one primary source from loc.gov.</p> <ul style="list-style-type: none"> ● Primary sources from loc.gov: <ul style="list-style-type: none"> ○ <i>Food Will Win The War</i> ○ N[ew] Y[ork] : American Lithographic Co., [1917] ○ Member of U.S. Food Administration ○ https://www.loc.gov/item/2002722585/ ○ War gardens over the top. The seeds of victory insure the fruits of peace [Washington, D.C. : National War Garden Commission, 1919?] ○ https://www.loc.gov/resource/ppmsca.5098 ○ War bonds. Feed the guns! ○ [S.l. : s.n., 1915] ○ Bert Thomas ; printed by Hill, Siffken & Co. Ltd. (L.P.A. Ltd.), Grafton Works, Holloway, N.7. ○ https://www.loc.gov/resource/cph.3g11240 ○ You have in your pocket silver bullets that will stop the Germans. Lend them to your country by investing in the war loan to-day ○ London : published by the Parliamentary War Savings Committee, [1915] ○ https://www.loc.gov/resource/cph.3g10996/ ○ I didn't raise my boy to be a soldier ○ Leo Feist, New York, [1915], monographic. ○ https://www.loc.gov/item/2002600251/

	<ul style="list-style-type: none"> ○ I didn't raise my boy to be a slacker ○ 1917, monographic.G. Schirmer,, New York :, [1917]. ○ https://www.loc.gov/item/2013564426/ ○ If I had a son for each star in old glory (Uncle Sam, i'd give them all to you) ○ 1918, monographic.leo. Feist Inc.,, New York :, [1918]. ○ https://www.loc.gov/item/2014561375/ <p><i>Other resources</i></p> <p>https://drive.google.com/file/d/0B0_Nj69BghOxbW5oWm9fV3V5d0N4dnI3OHFpelRPTXZBb0xz/view?usp=sharing</p>
Classroom Materials	<ul style="list-style-type: none"> ● <i>Projector and copy of posters, map and songs</i>
Preparation	<ul style="list-style-type: none"> ● <i>detailing the printing of handouts</i> ● <i>preparing to display an item on screen or projector</i>
Procedure	<ul style="list-style-type: none"> ● Start with introduction of propaganda ● Insist on quiet reflective time ● <i>Walk around and assist if needed</i> ● <i>Write procedures as concisely as possible using clear, direct language.</i>
Assessment/ Reflection	<ul style="list-style-type: none"> ● <i>Reflection: Before I believed _____</i> <i>Now I believe _____</i>