

TPS Professional Development Activity

Name: Sharon Ryan

School or Institution: Acton-Boxborough Regional School District

Projected Date for Implementation: Fall 2016

**Title of
Activity**

Book Backdrops and the American Revolution

Utilizing TPS / Library of Congress Book Backdrops in the study of the American Revolution to bring historical fiction picture books to life for grade three students.

Overview

This professional learning opportunity is designed to extend an initial investigation into primary sources related to the American Revolution. Participants will have the opportunity to self-select an historical fiction picture book related to this topic, using the NCSS Notable Trade Books as a guide for selection.

**Essential or
Investigative
Question**

How can we incorporate historical fiction picture books to help us understand important events from the first battles of the American Revolution and bring historical events to life for grade three students?

Audience

This activity is best suited for educators of Grade 3

This activity is best suited for educators of the following content areas

- Bilingual/ESL
- English/ Language Arts
- Social Studies/ Social Sciences
- Technology

**Time
Required
Goals**

This PD will incorporate one 3-hour face-to-face meeting after school hours

To support the integration of historical fiction into the social studies curriculum

To gain experience working with Library of Congress Web site

To understand and incorporate LOC primary sources support the elementary curriculum

Standards

- AASL 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- H/SS.3.5 Explain important political, economic, and military developments leading to and during the American Revolution.

Objectives

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

- Understand how primary sources can be used effectively within the elementary classroom
- Observe a modeled activity that demonstrates how literature can be used to connect to primary sources
- Select a picture book from available options and search for Library of Congress primary sources in various formats that connect to that book
- Develop and share instructional strategies for using these primary sources with students to enhance critical thinking and historical understanding of the book

**Digital
Resources**

Battle of Lexington (photos, prints, drawings) <https://www.loc.gov/item/2006679165/>

Battle of Lexington - Amos Doolittle <https://www.loc.gov/item/2015650276/>

Battleground and Monument, Concord, MA
<https://www.loc.gov/item/det1994009984/PP/>

Bridge to Revolutionary War Monument, Concord, MA
<https://www.loc.gov/item/det1994024015/PP/>

[Captain John Parker Statue](#) (Leader of Lexington Militia) Lexington, MA

Library of Congress Exhibition: [Creating the United States](#)

Paul Revere's Ride (audio recording) 4-29-1916
<http://www.loc.gov/jukebox/recordings/detail/id/4460>

Paul Revere House, 1777 – 1800 <https://www.loc.gov/item/2004669980/>

Announcement of the Boston Tea Party
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/tea.html>

Worlds Revealed: Geography and Maps [British Spy Map of Lexington and Concord: A Detective Story](#)

Teachers The American Revolution, [First Shots of War, 1775](#)

[Today in History - April 19](#)

Web Guides: [A Guide to the American Revolution, 1763 - 1783](#)

Other resources: [NCSS Notable Trade Books](#)

**Classroom
Materials**

- Recording Sheet: Keeping Track of Primary Sources (two per participant – one to record on, one to save as template for future classroom use)
- Interactive whiteboard
- Document camera
- Post-it notes
- Children’s literature

Preparation

Participants will preview TPS Waynesburg “Book Backdrops Overview” prior to class.

Facilitator will bring sample picture book, *Mr. Lincoln’s Whiskers* by Karen Winnick, along with TPS-created Book Backdrop and associated handouts to support this text (available through TPS)

Facilitator will have the following historical fiction picture books related to the American Revolution available:

Boston Tea Party by Russell Freedman (Holiday House: 2013) ISBN 978-0-8234-2266-1

Let It Begin Here: Lexington and Concord - First Battles of the American Revolution by Dennis B. Fradin (Walker & Co: 2009) ISBN 978-0-80278-945-5

Paul Revere’s Ride by Henry Wadsworth Longfellow (Dutton: 1990)

Sybil’s Night Ride by Karen Winnick (Boyd’s Mills: 2000) ISBN 1-56397-697-8

The Scarlet Stockings Spy by Trinka Hakes Noble (Thompson Gale: 2004) ISBN 1-58536-230-1

Facilitator will have hard copies article, [Primary Sources and Elementary Students](#), by Gail Petri, prepared for each participant.

Procedure

- Invite participants to read short article, [Primary Sources and Elementary Students](#), by Gail Petri
- Provide copies of LOC, Using [Primary Sources Overview](#) from LOC website
- Review contents of TPS Book Backdrop Project with participants
- Read aloud *Mr. Lincoln’s Whiskers* to group, using document camera
- Note significant historical data during second reading of the book
- Working in pairs, invite teachers to read the picture book they have selected for use in their classroom, noting important historical data throughout text with post-it notes
- Work in small groups to access LOC resources related to American Revolution
- Share / document / archive products in district Google Doc on school website

**Assessment/
Reflection**

Participants will share completed Book Backdrops with colleagues in a Google Doc to be shared district-wide

Participants will complete a Google Form to provide reflection for participant / feedback for facilitator