

TPS Professional Development Activity

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Title of Activity	<i>Going to the Source! Teaching and Researching with Library of Congress</i>
Overview	Going to the Source will provide participants with exposure and practice using the rich resources available at the Library of Congress. Tips, tricks, materials, and activities will be shared and modeled.
Essential or Investigative Question	Pose a guiding historical question related to your chosen topic or theme that participants will explore during your workshop.
Audience	<p>This activity is best suited for educators of Grades 5-12</p> <p>This activity is best suited for educators of the following content areas</p> <ul style="list-style-type: none"> • <i>English/ Language Arts</i> • <i>Social Studies/ Social Sciences</i> • <i>Other American Studies</i>
Time Required	<i>90 Minutes</i>
Goal	<p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Gain an understanding of Library of Congress' collections and teaching materials • Practice using Library of Congress instructional materials to help students analyze primary sources. • Identify and collect Library of Congress primary sources related to their classroom instruction and interests.
Standards	<p><i>ISTE Standards for Teachers</i></p> <ul style="list-style-type: none"> • 2.a Design and adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
Objectives	<p><i>By the end of this PD Activity, participants will be able to:</i></p> <ul style="list-style-type: none"> • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from http://www.loc.gov/teachers/ • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.). • Access primary sources and teaching resources from loc.gov for instructional use.

Digital Resources	<p>Primary sources from loc.gov:</p> <ul style="list-style-type: none"> • Meuse-Argonne offensive, map showing daily position of front line: Map Room G-3, G.H.Q., May 24, 1919. [Washington, D.C.]: 29th Engineers, U.S. Army, 1919. https://www.loc.gov/item/92684037/ • <i>Esnes in the Meuse-Argonne, looking toward the German lines, showing Hill 304</i> https://www.loc.gov/resource/pan.6a35474/ • <i>Montfaucon, showing German observatories & fortifications, captured by the American forces, Sept. 27, 1918</i> https://www.loc.gov/item/2007663872/ • <i>The ruins of Montfaucon, from a German observation position, captured by the American Army, Sept. 27, 1918</i> https://www.loc.gov/item/2007663871/ • <i>Romagne Cemetery, France. Where more than 23,000 American dead sleep the last sleep. Their sacrifice at St. Mihiel, Mont. Faucon, in the Argonne, and around Verdun brought victory to our arms in The World War</i> https://www.loc.gov/item/2007663821/ <p>Other resources:</p> <ul style="list-style-type: none"> • Article "Shortcuts for Finding Primary Sources," Cheryl Lederle, Teaching with the Library of Congress Blog (http://blogs.loc.gov/teachers/2012/05/shortcuts-for-finding-primary-sources/) • TPS Direct – Analyzing Maps http://loc.gov/teachers/professionaldevelopment/tpsdirect/#analyzingMaps
Classroom Materials	<ul style="list-style-type: none"> • laptop computer • projector • whiteboard and markers • internet connection
Preparation	<ul style="list-style-type: none"> • Create Blackboard course shell or other webpage to house course materials (links to Library of Congress sites, primary sources, and teaching materials). • Copy of each of the following TPS DIRECT worksheets for each participant: http://loc.gov/teachers/usingprimarysources/guides.html <ul style="list-style-type: none"> - Analyzing Photographs - Primary Sources and Inquiry - Analyzing Maps - Primary Source Analysis Tool (or online interactive version) • Check room and internet connection
	<ol style="list-style-type: none"> 1. Introductions & Expectations <ul style="list-style-type: none"> • Have participants introduce themselves, explain where and what they teach, and to share one thing they hope to take away for the workshop. • While the participants share their take-away/goals, I will write them on the white board for documentation purposes. I will also explain to the participants that if another goal comes to their mind they can write it on the board. 2. Say: "Today I am going to share with you a variety of ways you can use the Library of Congress' resources in your classroom. Let's start by watching this short video that tells you about the Library of Congress. (The Library of Congress is Your Library: https://www.youtube.com/watch?v=63Ze_bpATac) 3. Distribute a copy of Analyzing Photographs worksheet and demonstrate how an analysis is

	<p>conducted using the Library of Congress inquiry method. Next, teachers use the analysis worksheet to analyze two World War I images from the Meuse Argonne Offensive. The images they can choose from are:</p> <ul style="list-style-type: none"> • Esnes in the Meuse-Argonne, looking toward the German lines, showing Hill 304 https://www.loc.gov/resource/pan.6a35474/ • Montfaucon, showing German observatories & fortifications, captured by the American forces, Sept. 27, 1918 https://www.loc.gov/item/2007663872/ • The ruins of Montfaucon, from a German observation position, captured by the American Army, Sept. 27, 1918 https://www.loc.gov/item/2007663871/ • Romagne Cemetery, France. Where more than 23,000 American dead sleep the last sleep. Their sacrifice at St. Mihiel, Mont. Faucon, in the Argonne, and around Verdun brought victory to our arms in The World War https://www.loc.gov/item/2007663821/ <p>After the analysis is finished, the group should come back together to discuss the primary sources and what they learned about this event in history. Emphasize how this is a good introductory lesson for a unit or a possible research topic.</p> <p>4. Say, “The Library of Congress has an incredible collection of maps. For this activity we will use their analyzing maps worksheet and a solid instructional strategy to study a very famous map that is on display at the Library of Congress.” At this point complete the TPS direct activity using the Waldseemüller 1507 map. http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/</p> <p>5. Once this activity is complete, participants will think-pair-share ideas they have for using these two approaches in their class.</p> <p>6. Distribute the article "Shortcuts for Finding Primary Sources," by Cheryl Lederle, from the Teaching with the Library of Congress blog. Model for teachers how to access primary sources from Library of Congress.</p> <p>7. Guide teachers to the Library of Congress website and model how to look for images using the shortcuts provided in this article with emphasis on the Classroom Materials landing page.</p> <p>8. “Toes in the Water” Teachers will be given 20 minutes to explore resources from the Library of Congress and download and record bibliographic information.</p> <p>9. In groups of 3-4 teachers will share a primary source they found that will be useful in their class and explain how they might use it with their teaching. Each group to share what they discussed.</p> <p>10. Review list of goals from the beginning of the session to see if there are lingering questions or comments and then have participants complete a brief 12 question survey using Google Forms.</p>
Assessment/ Reflection	<i>Participants will complete a post-event survey to gauge effectiveness of the workshop.</i>

