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School or Institution: Maryland Humanities Council

Title of Activity	<i>Cumberland, Maryland: Exploration, Encounter, Exchange</i>
Overview	This activity introduces teachers to resources related to Cumberland, Maryland that are available through the Library of Congress. It emphasizes the importance of railroads, and guides teachers in writing a thesis.
Essential or Investigative Question	<i>Why was Cumberland such a successful city for 150 years?</i>
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content area:</p> <ul style="list-style-type: none"> • <i>English as a New Language</i> • <i>English Language Arts</i> • <i>Library Media</i> • <i>Literacy: Reading Language Arts</i> • <i>Social Studies</i>
Time Required	1 hour
Goal	Teachers will be able to interpret local primary sources, from the Library of Congress online, using Library of Congress tools. Teachers will then construct theses to describe their findings.
Standards	<p>Learning Forward Standards:</p> <ul style="list-style-type: none"> • 1a. Promote, support and model creative and innovative thinking and inventiveness. • 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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 http://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 http://www.loc.gov/ for instructional use. • Analyze primary sources in different formats. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (for example-literacy, inquiry-based learning, historical thinking, etc.).



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Digital Resources	<p>Primary sources:</p> <p>Title: Down the Old Potomac Date: 1917 Creator/Author: Thomas Edison Company URL: http://www.loc.gov/item/00694119/</p> <p>Title: Menu-Dinner Date created/published: 1884 Creator/Author: Queen City Hotel URL: http://www.loc.gov/resource/rbpe.0310300c/?sp=3</p> <p>Title: Western Maryland Railway Station, 13 Canal Street, Cumberland, Allegany County, MD Date created/published: After 1933 Creator/Author: Historic American Building Survey URL: http://www.loc.gov/item/md1843/</p> <p>Title: Cumberland & Pennsylvania Railroad, Wills Creek Bridge Date created/published: Compiled after 1968 Creator/Author: Historic American Engineering Reports URL: http://www.loc.gov/resource/hhh.md0006.photos/?sp=1</p> <p>Title: Kelly-Springfield Tire Plant, 701 Kelly Road, Cumberland, Allegany County, MD Date created/published: After 1968 Creator/Author: Historic American Engineering Report URL: http://www.loc.gov/item/md1385/</p> <p>Title: Cumberland, Maryland through the eyes of Herman J. Miller Date created/published: 1978 Creator/Author: Dr. Henry Stegmaier URL: http://www.whilbr.org/Image.aspx?photo=achm076s.jpg</p> <p>Title: Bird's eye view of Cumberland, Maryland 1906 Date created/published: 1906 Creator/Author: Fowler, T. M URL: http://www.loc.gov/resource/g3844c.pm002570/</p> <p>Other resources: Cumberland, Maryland, United States, Encyclopedia Britannica URL: http://www.britannica.com/EBchecked/topic/146388/Cumberland</p>
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Classroom Materials	<p>Print out primary documents and document analysis tool (www.loc.gov/teachers/usingprimarysources/guides.html). If possible, project www.loc.gov on screen to show the documents. Also print out copies of http://education.mnhs.org/historyday/sites/default/files/fw16_13a.pdf (courtesy of National History Day in Minnesota)).</p> <p>If possible, project www.loc.gov on screen to show the documents.</p>
Preparation	<ul style="list-style-type: none"> • Calculate number of teachers attending. Divide number into groups of five. Provide each group with a folder with a print out of each of the primary sources with five appropriate Library of Congress analysis tools. Also include one thesis sheet per folder. • Arrive early and project Library of Congress website, if possible. • When teachers arrive, ask them to break gather in groups of five.
Procedure	<ol style="list-style-type: none"> 1. <i>Welcome teachers. Ask how they already use primary documents in the classroom. Have them discuss in groups.</i> 2. <i>Ask what kinds of documents are easy for students to relate to (films, images, local)</i> 3. <i>Show a brief clip of "Old Potomac" movie and fill out a Library of Congress Analysis tool as a large group to model the analysis process.</i> 4. <i>Within each group, have each teacher select one of the sources provided and complete the analysis tool.</i> 5. <i>Have teachers share out what they learned within their groups.</i> 6. <i>Ask teachers to share a few things they learned with the wider class.</i> 7. <i>Explain the thesis worksheet. Have each group fill one out together.</i> 8. <i>Share final thesis about Cumberland with the class.</i>
Assessment/ Reflection	The analysis tools will show that teachers understand how to analyze documents, and the thesis paper is another tool for measuring analysis.



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