

Introduction to Using Primary Sources

Professional Development Activity

This activity is to introduce teachers to resources available to enhance instruction in reading and social studies.

Developed by: Lenora Richardson, Cabell County Public Schools, WV

Time: 2-3 hours

Prerequisite: Library of Congress Self-Paced Online Modules

- [Introduction to the Library of Congress Module](#)
- [Supporting Inquiry with Primary Sources](#)

Resources:

- Internet connection
- Laptop
- Projector
- Document Camera
- Attached PowerPoint presentation (Images of child miners are part of the “National Child Labor Committee Collection” from the Library of Congress available at: [http://www.loc.gov/pictures/collection/nclc/.](http://www.loc.gov/pictures/collection/nclc/))

Goals:

1. Demonstrate process of analyzing photographs using the [Interactive Analysis Tool](#)
2. Demonstrate process of students citing evidence from source when making inferences.
3. Use strategies to increase academic vocabulary.
4. Use writing frames to scaffold descriptive essay about the depicted photo.
5. Demonstrate text-dependent questioning.

Procedure:

1. Use the attached PowerPoint: "Child Labor in Coal Mines During Early 1900s"
 - Slide 2: Use the interactive analysis tool. (15-20 minutes)
 - Slide 3: Compare Slide 3 to Slide 2. What are similarities? Differences? What inferences can be made? Have students determine meaning of "trapper" and "shunt" by citing evidence from the caption.
 - Slide 4: Use text to make observations. Introduce the concept of company scrip. Show the artifacts of paper scrip and coin scrip for Lamar Colliery Coal Company.
 - Slide 5 and 6: Students continue to add observations from text to analysis tool.
 - Slide 7: What other jobs might young boys have in coal mining in the early 1900s? List from text.
 - Slide 8: Going Further
2. Group Write using writing frame (attached): Students can use the analysis tool constructed to write a descriptive essay about the life of children working in coal mines during early 1900s.

Assignment:

Students will be given writing frame and completed analysis tool to write an individual descriptive essay.

Assessment:

Students will be provided a writing rubric. Teachers have the option to have students enter essay on West Virginia Writes for further assessment.

Teacher Resources Attached:

1. Sample Completed Analysis Tool for Coal Breaker Boys
2. Writing Frame
3. Sample Class Group Write
4. PowerPoint presentation: "Child Labor in Coal Mines in Early 1900s"