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Projected Date for Implementation: 8/10/2016

Title of Activity *Taking a Stand with Chemical Weapons: The Edgewood Arsenal in WWI*

Activity

Overview

This activity introduces teachers to resources related to the Edgewood Arsenal that are available through the Library of Congress. It emphasizes the complicated nature of the work that went on there. This lesson is designed to fit with the theme of History Day 2017: Taking a Stand in History.

Essential or

Investigative

Question

What was the impact of the work done at the Edgewood Arsenal during WWI?

Audience

This activity is best suited for educators of the following grade levels (List those that are applicable):

- *Grades 6-8*
- *Grades 9-12*

This activity is best suited for educators of the following content areas (List those that are applicable):

- *English as a New Language*
- *English Language Arts*
- *Library Media*
- *Literacy: Reading Language Arts*
- *Social Studies*

Time

1 hour

Required

Goal

Teachers will be able to interpret local primary sources, from the Library of Congress online, using Library of Congress tools. They will then construct theses to describe their findings.

Standards

Learning Forward Standards:

- 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

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

- 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 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.
- 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 (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****Primary sources:**

Title: The Edgewood Arsenal: The Greatest Poison Gas Factory in the World

Date: 1918 Creator/Author: The Catocin Clarion

URL: <http://chroniclingamerica.loc.gov/lccn/sn84026688/1918-12-19/ed-1/seq-3>

Title: Our Boys in France Learning to Correctly Use Gas Masks

Date created/published: 1917 Creator/Author: Keystone View Company

URL: <http://hdl.loc.gov/loc.rbc/rbpe.0310300c>

Title: Scientific Marvels Developed by the War

Date created/published: 1919

Creator/Author: Frank P. Stockbridge, The New York Herald Company

URL: <http://chroniclingamerica.loc.gov/lccn/sn84024808/1919-06-29/ed-1/seq-32.pdf>

Title: Filling Canisters at Edgewood, WWI

Date created/published: 1917 Creator/Author: Bill Bates, "Aberdeen Proving Ground."

URL: <http://www.harfordbooks.com/apg/>

Title: Gas Men Play Big Part in Winning War

Date created/published: February 3rd, 1919 Creator/Author: Richmond Daily Register

URL: <http://chroniclingamerica.loc.gov/lccn/sn86069168/1919-02-03/ed-1/seq-2/>

Other resources:

Chemical Weapons, Encyclopedia Britannica

URL: <https://www.britannica.com/technology/chemical-weapon/Weapons-of-mass-destruction>



- Classroom Materials** 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.
- Preparation**
1. 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.
 2. Arrive early and project Library of Congress website, if possible.
 3. When teachers arrive, ask them to break them into groups of five.
- Procedure**
1. *Welcome teachers. Ask how they already use primary documents in the classroom. Have them discuss in group.*
 2. *Ask what kinds of documents are easy for students to relate to (films, images, local)*
 3. *Show "Filling Canisters at Edgewood," and fill out a Library of Congress Analysis tool as a large group.*
 4. *Have each teacher use the analysis tool on their document of choice.*
 5. *Have teachers share out what they learned at their table.*
 6. *Ask teachers to share a few things they learned with the wider class.*
 7. *Explain the thesis worksheet*
(http://education.mnhs.org/historyday/sites/default/files/fw16_13a.pdf)
 8. *Have each group fill one out together.*
 9. *Share final thesis about Edgewood with the class.*
- Assessment/Reflection** The analysis tools will show that teachers understand how to analyze documents, and the thesis paper is another tool for measuring analysis.

