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Integrating Resources from the Library of Congress to Teach Historical Concepts

Essential or Investigative Question

How is doing history different than knowing history?

Audience

This activity is best suited for social studies educators of Grades 6-12

Time Required

Pre-activities (on-line, self-paced modules) - about 2 hours

Face-to-face session (presentation, discussion, and workshop) - about 2 hours

Follow-up coaching sessions – 1 to 3 hours

Goals

Participants will be able to:

- Locate primary source resources in the Library of Congress digital archive
- Understand how students learn historical concepts (time, change, empathy, cause, evidence and accounts)
- Teach historical concepts using Library resource

Standards

- 21st Century Learner Standards <http://www.ala.org/aasl/standards-guidelines/learning-standards>
- ISTE Standards for Teachers <http://www.iste.org/standards/standards-for-teachers>
- Learning Forward The Professional Learning Association http://learningforward.org/standards#.U8amn_lDUk0

Objectives

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

- Describe examples of the benefits of teaching with primary sources.
- 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, teachings, etc.).
- Access primary sources and teaching resources from loc.gov for instructional use.
- Facilitate a primary source analysis using Library of Congress tools.
- Demonstrate how primary sources can support historical thinking
- Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.



**Digital
Resources****Primary sources from loc.gov:**

Learning is Wealth, Wilson, Charley, Rebecca, and Rosa. Slaves from New Orleans. 1864.
Chas. Paxson, photographer, New York. <https://www.loc.gov/item/2010647859/>

Other resources:

Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

**Classroom
Materials**

Computer/laptop and LCD Projector

Preparation

Facilitator should:

- Recruit participants and assign self-paced, online modules from LOC
- Review PowerPoint presentation
- Prepare LCD projector and room arrangement
- Print out copies of select slides from PowerPoint (those with student interview data)
- Print out copies of the Analyzing Primary Sources worksheet
<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Procedure**Pre-activity:**

1. Teacher participants should complete these self-paced PD modules:

- “Introduction to Primary Sources”
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/introduction.html>
- “Finding Primary Sources”
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/finding.html>

Optional Resources:

- Making it Easier to Find and Use Primary Sources:
<http://blogs.loc.gov/teachers/2012/05/library-of-congress-search-making-it-easier-to-find-and-use-primary-sources/>
- Short Cuts for Finding Primary Sources: <http://blogs.loc.gov/teachers/2012/05/shortcuts-for-finding-primary-sources/>
- Finding Primary Sources: Moving Beyond the Teacher’s Page:
<http://blogs.loc.gov/teachers/2012/06/finding-primary-sources-moving-beyond-the-teachers-page/>

2. Teacher participants should read the chapter, “Putting Principles into Practice: Understanding History” by Peter Lee.



Face-to-face session:

1. Continuum activity
 - Ask participants to stand at the front of the room. Ask them to imagine the front of the room is a continuum. As you read statements they are to arrange themselves along the continuum based on their level of agreement.
 - You can begin with demographic questions to make participants feel more comfortable. For example: Arrange yourself along the continuum based on your years of experience as an educator. (One side of the room is 1 year ...the other is 20+ years).
 - Move on to questions that connect with your presentation. For example: Rate your level of agreement with the following: “My students are interested in learning about history.” “I feel confident in my ability to teach using primary sources from the Library of Congress.” “I think it is important to integrate primary sources into the classroom.” “My students come to my classroom with historical thinking skills.”
 - After each statement, allow participants opportunities to move along the continuum. Ask participants to use “I” statements to tell why they are in their position along the continuum. Allow this activity to begin to spark conversation.
2. Interactive PowerPoint presentation and discussion
 - Assign members of the group to help read the slides that include student interview data. (You should print these slides out in advance.)
 - Work through the presentation, pausing for conversation as needed.
3. Primary source activity
 - This activity focuses on the photography of Charles Paxson (see slides and links in PowerPoint). Model using the Library’s Primary Source Analysis tool and ask participants to locate corroborating evidence in the Library database.
4. Workshop: Creating teaching and learning activities
5. Follow-up: Coaching/feedback sessions in classrooms
As possible ask teachers to allow for observation in their classrooms as they implement the primary sources teaching/learning activities they developed into their own classrooms. Provide coaching to participating teachers.

**Assessment/
Reflection**

- Participant pre-survey
- Completion of teaching and learning activity (rubric)
- Participant post-survey

