

## TPS Professional Development Provider Institute (PDPI) Final Project Template

The PDPI course equips professional development providers with the information and techniques espoused by the Library of Congress Teaching with Primary Sources (TPS) program. The Final Project is a professional development plan that describes how you will share TPS with those in your PD events. Once vetted, this plan may be published to the TPS Eastern Region web site and/or shared with Library of Congress staff. The TPS Eastern Region Coordinator will designate as TPS Coaches those who go on to implement their planned final project and submit a formal reflective report about the experience (template provided separately).

**Name:** Juan Walker

**Institution:** Georgia Regents University

**Projected Date for Implementation:** January 31, 2015

<b>Title of Activity</b>	Unlocking your Inner Sherlock: Inquiry Learning with Primary Sources
<b>Overview</b>	<b>Start a detective notebook</b> Each of us Ace Detectives keeps our own detective notebook (Ipad, laptop, or notebook) plus we put case notes together for each case we are working on.
<b>Essential or Investigative Question</b>	The case before you, did Andrew Jackson purposely hurt the Native Americans or was he acting out of justified concern? Conduct your interviews and report back to Captain Walker.
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b> (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> <li>• <i>Grades K-2</i></li> <li>• <i>Grades 3-5</i></li> <li>• <i>Grades 6-8</i></li> <li>• <i>Grades 9-12</i></li> </ul> <p><b>This activity is best suited for educators of the following content areas</b> (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> <li>• <i>Art</i></li> <li>• <i>English Language Arts</i></li> <li>• <i>Exceptional Needs</i></li> <li>• <i>General</i></li> <li>• <i>Social Studies</i></li> </ul>



<b>Time Required</b>	<p>The Inquiry Method overview: 20 minutes</p> <p>We see and wonder-Introduction to the case: 20 minutes</p> <p>We explore and investigate (interviews, online sources in lab 250- <a href="http://goo.gl/2MsBwD">http://goo.gl/2MsBwD</a>, synthesis): 30 minutes</p> <p>We share our findings: 10 minutes- easel.ly presentations</p> <p>We reflect: 10 minutes</p>
<b>Goal</b>	<p>Develop inquiry skills</p> <p>Understand primary sources within context</p> <p>Teach with primary sources</p> <p>Metacognition</p>
<b>Standards</b>	<p>21st Century Learner Standards <a href="http://www.ala.org/aas/standards-guidelines/learning-standards">http://www.ala.org/aas/standards-guidelines/learning-standards</a></p> <p>1.4 Self-Assessment Strategies</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress while adapting as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p>
<b>Objectives</b>	<p><i>Select one or more TPS objectives.</i></p> <p><b>By the end of this PD Activity, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from loc.gov/teachers.</li> <li>• Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teachings, etc.).</li> <li>• Access primary sources and teaching resources from loc.gov for instructional use.</li> <li>• Analyze primary sources in different formats.</li> <li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills, and construct knowledge.</li> </ul>
<b>Digital Resources</b>	<p>Overview of Inquiry from the Library of Congress:  <a href="http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/pdf/Understanding-the-Inquiry-Process.pdf">http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdplanbuilder/pdf/Understanding-the-Inquiry-Process.pdf</a></p> <p style="text-align: center;">Script of Characters</p> <p>Detectives for the Case- Andrew Jackson</p>



Andrew Jackson		
Witness 1	Thomas Jefferson <a href="http://nationalhumanitiescenter.org/pds/livingrev/expansion/text3/jefersonvi.pdf">http://nationalhumanitiescenter.org/pds/livingrev/expansion/text3/jefersonvi.pdf</a>	Andrew Jackson <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupa.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupa.html</a> <a href="http://www.pbs.org/wgbh/aia/part4/4h3437t.html">http://www.pbs.org/wgbh/aia/part4/4h3437t.html</a>
Witness 2	Members of Congress who opposed removal Senator Peleg Sprague <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupb.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupb.html</a>	Members of Congress who supported removal Senator Robert Adams <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupc.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupc.html</a>
Witness 3	Cherokee Nation representative: Chief John Ross <a href="http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html">http://lincoln.lib.niu.edu/teachers/lesson5-groupd.html</a>	
Witness 4	Supreme Court member who overturned Georgia ruling. <a href="http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html">http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html</a>	Member of Georgia State Legislature who supported the 1830 Georgia law which prohibited whites from living on Indian territory after March 31, 1831, without a license from the state. <a href="http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html">http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html</a>
Witness 5	Seminal who refused to relocated. <a href="http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html">http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html</a>	American citizen who wanted the land. <a href="http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html">http://lincoln.lib.niu.edu/teachers/lesson5-cherokee.html</a>
	<ul style="list-style-type: none"> <li>○ - <a href="http://goo.gl/2MsBwD">http://goo.gl/2MsBwD</a></li> </ul>	
<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>• Laptops (optional) or Notebooks</li> <li>• Poster boards</li> <li>• Markers</li> <li>• Rulers</li> <li>• Noun project display: <a href="http://thenounproject.com">http://thenounproject.com</a></li> </ul>	
<b>Preparation</b>	<p>Use this section to describe everything that needs to be done PRIOR to beginning the activity with the participants.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Reading of necessary background material</li> <li>• Detailing the printing of handouts</li> <li>• Preparing to display an item on screen or projector</li> </ul>	
<b>Procedure</b>	<p><b>Start a detective notebook</b></p> <p>Each of us Ace Detectives keeps our own detective notebook (Ipad, laptop, or notebook) plus we put case notes together for each case we are working on.</p> <p><b>What do we write in a detective notebook?</b></p>	



	<p>We write several things including:</p> <ul style="list-style-type: none"> <li>• Interview summaries – notes when we talk to people and ask them questions</li> <li>• Observations – to describe places we visit and things we see happening</li> <li>• Research notes – facts we find out online, in museums, libraries or other places where information has been collected</li> <li>• Case meeting notes – a record of decisions we make and to-do-lists</li> <li>• Reports – short presentations to talk through with other people involved in a case in order to bring them up to speed or summaries where we are at with something.</li> </ul> <p><b>How do we write and keep the notes?</b></p> <p>If we are out and about observing and thinking, we write a lot on paper or on a laptop. If we are talking to people, it is often on the run, so paper is good.</p> <p>With online research, we collect stuff for our case.</p> <p>We make a lot of different electronic documents and store them in folders on our computers. Usually we type up paper notes to make a permanent record and help us think something through more. If a piece of paper seems important, we keep it. What primary sources can you use?</p> <p><b>What goes in the case notes?</b></p> <p>We often have electronic case notes and a cardboard folder or box for stuff like newspaper clippings and photos. Case notes start with what we know at the beginning of a case and grow to build a picture of what we find out until we solve it.</p> <p>Witnesses: pre-service teachers will act as witnesses          Members of Cherokee Nation          Members of Congress          The accused: Andrew Jackson</p> <p>Let pre-service teachers decide if they want to dress up or act as finger puppets</p>
<p><b>Assessment/ Reflection</b></p>	<p><i>Teachers in groups of 3 to 4 will share their findings.          Each group will render a decision whether to turn this case over to trial or not. Each group must provide evidence and share their easel display with the entire class.</i></p>

