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**Projected Date for Implementation:** A shortened (one-hour) version of this workshop will be presented at the fall NJCSS conference on Oct. 20, 2015. A full-day version will be offered in the fall of 2015 or spring of 2016 if the TPS program provides an additional year's grant (for Sept. 2015-Aug. 2016) to the NJ Center for Civic Education.

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| <b>Title of Activity</b>                   | <i>Using the Online Resources at the Library of Congress to Teach about Immigration</i>   |
| <b>Overview</b>                            | Using immigration as the topic, this workshop will explore primary sources and other resources available at the Library of Congress website to help teachers more effectively integrate primary sources in their classroom lessons.   |
| <b>Essential or Investigative Question</b> | What can we learn about immigration to the United States (1900-1920) through Ellis Island by analyzing photographs?   |
| <b>Audience</b>                            | <p><b>This activity is best suited for educators of the following grade levels:</b></p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Grades 6-8</li> </ul> <p><b>This activity is best suited for educators of the following content areas:</b></p> <ul style="list-style-type: none"> <li>• General</li> <li>• Library Media</li> <li>• Literacy: Reading Language Arts</li> <li>• Social Studies</li> </ul> |

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| <b>Time Required</b> | This PD activity will take approximately five hours to implement.  |
| <b>Goal</b>          | <p>The goal is to increase the effectiveness of social studies teachers (grades 3-8) is using primary sources and an inquiry approach by:</p> <ul style="list-style-type: none"> <li>• Understanding the difference between primary and secondary sources.</li> <li>• Appreciating the value of using primary sources.</li> <li>• Understanding how to access primary sources at <a href="http://www.loc.gov/">http://www.loc.gov/</a>.</li> <li>• Understanding how to assess the reliability, benefits, and limitation of using photographs.</li> <li>• Having a variety of tools to analyze primary sources.</li> <li>• Developing inquiry skills.</li> </ul> |
| <b>Standards</b>     | The workshop will facilitate and inspire student learning and creativity, engage teachers in designing digital-age learning experiences and assessments, and model digital-age work and learning following ISTE Standards for teachers. The content of the workshop will also relate to Common Core EIA and State Social Studies Standards as well as the College, Career, and Civic Life (C-3) Framework for Exploring Inquiry-Based Instruction in Social Studies.   |



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| <b>Objectives</b>        | <p>By the end of this PD Activity, participants will be able to:</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 <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>.</li> <li>• Identify key considerations for selecting primary sources for instructional use (e.g.- student needs and interests, teaching s, etc.).</li> <li>• Access primary sources and teaching resources from <a href="http://www.loc.gov/">http://www.loc.gov/</a> 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><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Thomas Edison’ silent video, “Immigrants Landing at Ellis Island,” 1900, at <a href="http://www.loc.gov/item/00694367">http://www.loc.gov/item/00694367</a></li> <li>• Recently arrived persons at Ellis Island, 1907—LC-USZ62-40104 at <a href="http://www.loc.gov/item/2012646347/">http://www.loc.gov/item/2012646347/</a></li> <li>• Emigrants in pens at Ellis Island, 1906—LC-USZ62-22341 at <a href="http://www.loc.gov/item/2012646352/">http://www.loc.gov/item/2012646352/</a></li> <li>• Five women on dock, 1910—LC-USC62-7307 at <a href="http://www.loc.gov/item/2012646353/">http://www.loc.gov/item/2012646353/</a></li> <li>• Emigrants coming to the “Land of Promise,” 1902—LC-USZ62-7307 at <a href="http://www.loc.gov/item/97501632/">http://www.loc.gov/item/97501632/</a></li> <li>• Landing at Ellis Island, 1902—LC-USZ62-12595 at <a href="http://www.loc.gov/item/97501086">http://www.loc.gov/item/97501086</a></li> <li>• US Inspectors examining eyes of immigrants, 1913—LC-USZ62-7386 at <a href="http://www.loc.gov/item/97501532/">http://www.loc.gov/item/97501532/</a></li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov">www.loc.gov</a></li> <li>• <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/</a></li> <li>• <a href="http://www.loc.gov/teachers/classroommaterials/lessons/">http://www.loc.gov/teachers/classroommaterials/lessons/</a></li> <li>• <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf</a> (for background on immigration)(Handout)</li> <li>• The Library of Congress Primary Sources Analysis Tool for Analyzing Photographs and Prints at <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos</a></li> </ul> |



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|                            | <p><a href="#">_and Prints.pdf</a> (Handout)</p> <ul style="list-style-type: none"> <li>• Smithsonian Benefits and Limitations of Using Photographs at <a href="http://historyexplorer.si.edu/PrimarySources.pdf">http://historyexplorer.si.edu/PrimarySources.pdf</a> (Handout)</li> <li>• Repetition/Sourcing video on the Teacher Channel at <a href="https://www.teachingchannel.org/videos/reading-like-a-historian-repetition">https://www.teachingchannel.org/videos/reading-like-a-historian-repetition</a></li> </ul>   |
| <b>Classroom Materials</b> | Laptops, projector, flipchart and markers  |
| <b>Preparation</b>         | <p>Prior to the activity with the participants:</p> <ul style="list-style-type: none"> <li>• Arrange for a room with round tables for 4-8 people each and internet access.</li> <li>• Ask participants to bring laptops.</li> <li>• Read necessary background material.</li> <li>• Have handouts printed.</li> <li>• Prepare to display an item on screen or projector.</li> <li>• Have a flip chart and marker ready.</li> <li>• Bring or arrange to have a laptop and projector.</li> </ul>  |
| <b>Procedure</b>           | <ol style="list-style-type: none"> <li>1. <i>Introductions and overview (30 mins.)</i> <ul style="list-style-type: none"> <li>• Introduce self and have participants introduce themselves.</li> <li>• Have participants discuss whether and how they have used primary sources.</li> <li>• Provide overview of workshop goals.</li> <li>• Seek and provide essential question(s) regarding immigration.</li> <li>• Share and discuss inquiry-based instruction.</li> </ul> </li> <li>2. <i>First activity: Resources at the Library of Congress (60 mins.)</i> <ul style="list-style-type: none"> <li>• Have participants visit <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>—go to immigration.</li> <li>• Look at classroom materials, lessons, and primary sources sets—discuss historical background regarding immigration 1890-1920.</li> <li>• Look at Edison silent video and discuss.</li> <li>• Have participants find the first three photos.</li> <li>• Have participants find the last three photos using the LC #.</li> </ul> </li> <li>3. <i>Second activity: Analyzing Photographs (45 mins.)</i> <ul style="list-style-type: none"> <li>• Hand out and review the Library of Congress Primary Source Analysis Tool.</li> <li>• Divide into six groups and assign one of the six photos to each group.</li> <li>• Have groups use the Primary Source Analysis Tool to analyze their photo.</li> <li>• Have the groups share the results.</li> <li>• Discuss: What can we learn about immigration by looking at photos?</li> <li>• What other primary sources might be used? (Note Primary Source Analysis Tools available for political cartoons, documents, etc.)</li> </ul> </li> <li>4. <i>Third activity: Sourcing (45 mins.)</i> <ul style="list-style-type: none"> <li>• Hand out Smithsonian’s “Benefits and Limitations of using Photographs.”</li> <li>• Ask: Why should we trust these photo? When were they made, by whom and why?</li> <li>• What are the benefits of using photos in the classroom?</li> <li>• What are the limitations?</li> <li>• Why is sourcing important? Look at “Repetition/Sourcing” video on the Teacher</li> </ul> </li> </ol> |





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|                              | <p>Channel and discuss.</p> <ol style="list-style-type: none"> <li>5. <i>Fourth Activity: Why use primary sources? (15 mins.)</i></li> <li>6. <i>Concluding/Assessment Activity (90 mins.)</i> <ul style="list-style-type: none"> <li>• Participants prepare short lessons for their classes about immigration using primary sources and inquiry-based teaching strategies.</li> <li>• Lessons are shared and discussed.</li> </ul> </li> <li>7. <i>Reflection (15 mins.)</i> <ul style="list-style-type: none"> <li>• Ask participants to reflect on what they learned and how they might use it in their classroom.</li> </ul> </li> </ol> |
| <b>Assessment/Reflection</b> | A short survey will be sent to participants by email a day or two after the workshop.  |

