Teaching for Learning with Primary Sources

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Common Core Anchor Standards Specific to Primary Sources

- CCSS.ELA-LITERACY.RH.1
  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.2
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.6
  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-LITERACY.RH.9
  Compare and contrast treatments of the same topic in several primary and secondary sources. http://www.corestandards.org/ELA-Literacy/RH/9-10/

Core Student Competencies

- **Compare** perspectives across time and culture
- **Process** and **critique** information in various formats and media
- **Develop** coherent understanding
- **Answer** questions
- **Solve** problems

- **Sustain** focus in challenging reading and writing tasks
- **Evaluate** claims, arguments, evidence
- **Analyze** relationship between primary & secondary sources on same topic
- **Analyze, reflect, research**

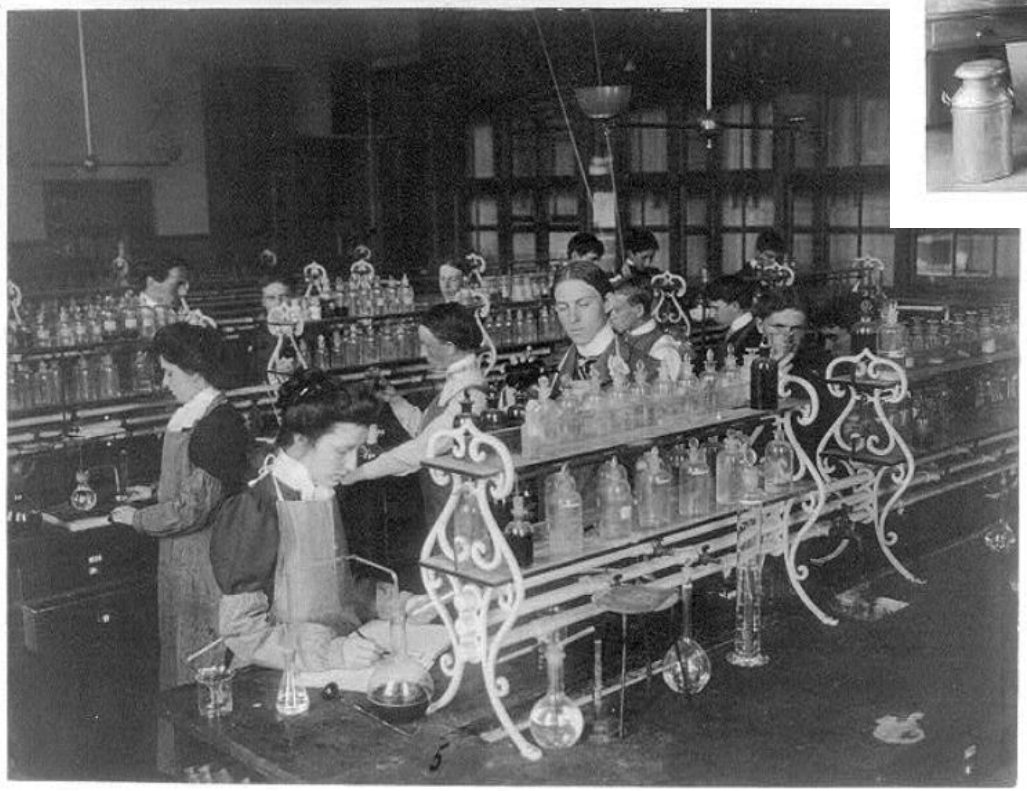
What are primary sources?

- newspaper articles
- advertisements
- photographs
- letters
- government documents (general orders)
- video recordings
- newscasts
- music
- literature
- art
- map
- speech
- political cartoons
- comic strips
- diaries
- ephemera (pamphlets, posters, paper-based communications)

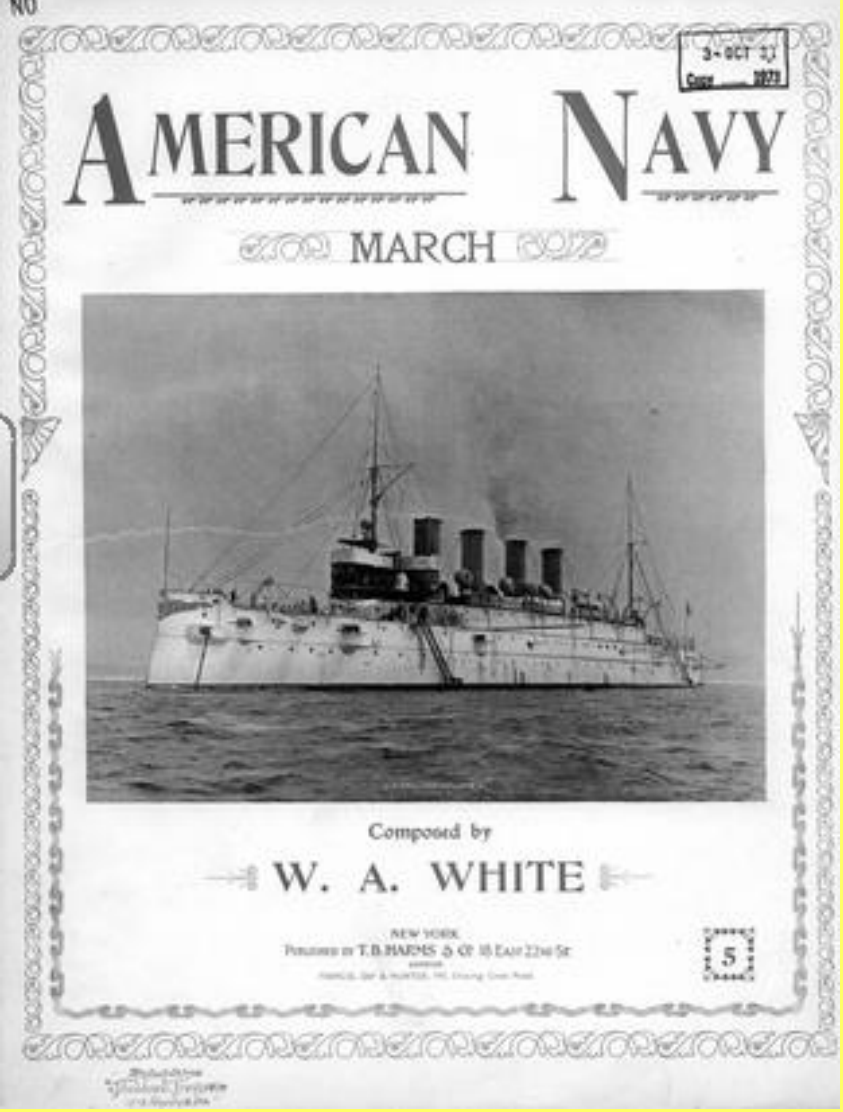
What information can a photo provide?

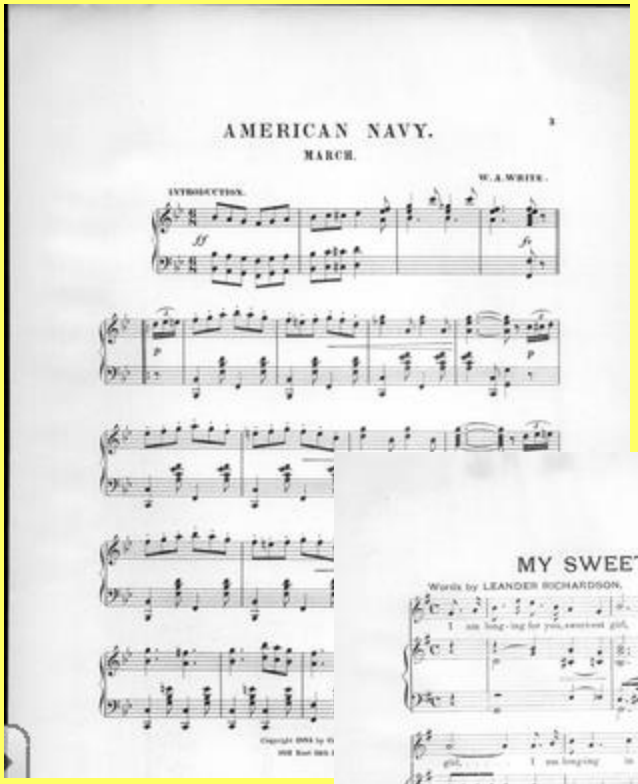
Challenging Stereotypes

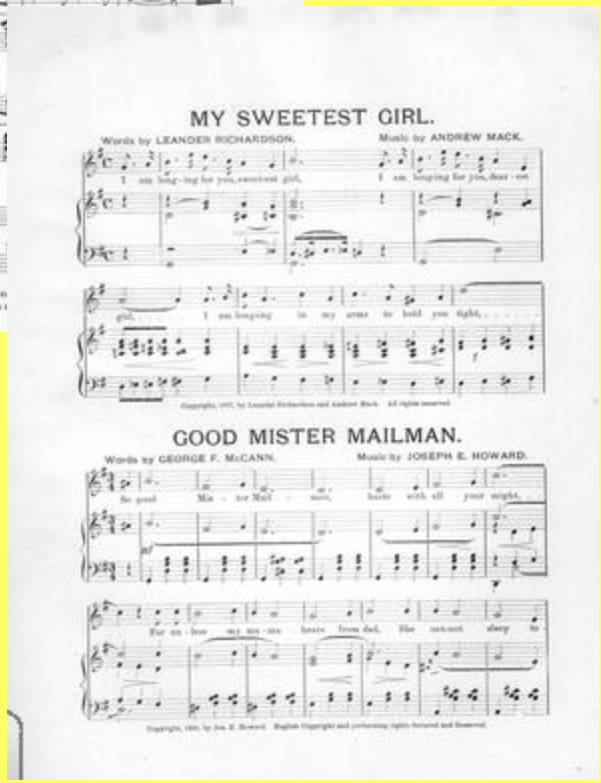
Compare & Contrast Related Photos



Surprising Elements







Lyrics express common sentiments

Writing style
Language changes
Values & beliefs
Economic realities
Perspectives

THE DAY BOOK

500 SO. PEORIA ST 398 TEL. MONROE 353

Vol. 1, No. 172 Chicago, Monday, April 15, 1912 One Cent

LINER TITANIC WRECKED BY ICEBERG; PASSENGERS TRANSFERRED TO OTHER VESSELS IN MID OCEAN

Biggest Steamer Ever Afloat Crumpled Up Like Toy in Nighttime—Wireless Saves 2,000 Passengers and Crew.

Halifax, N. S., April 15.—Kept afloat only by her watertight compartments, the great White Star liner Titantic slowly is crawling toward this harbor.

Her 1,470 passengers were taken off and put aboard other steamers in mid ocean. They may thank a calm sea and the wireless that they are alive today.

The disaster to the Titanic is unequalled in the history of navigation. The largest, most luxurious and best appointed vessel that ever floated, she seemed proof against any disaster.

Hardly another ship afloat could have withstood the terrific shock when the Titanic, driving through the night at more than half speed ahead, crashed bow on into a great submerged iceberg.

Just how the accident happened, whether there was a panic among the passengers, is not yet known here. Only the wireless appeals for help came from the stricken ship.

Captain E. S. Smith, admiral of the White Star fleet of liners and in command of the Titanic, realized acutely the danger to his passengers.

The first message was received at the Cape Race wireless station at 10:25 p. m. last night. It was demand for immediate help.

From Cape Race the news was spread far and wide by wireless and by telegraph. Vessel was reached and given the position of the Titanic, and urged to make all speed to her aid.

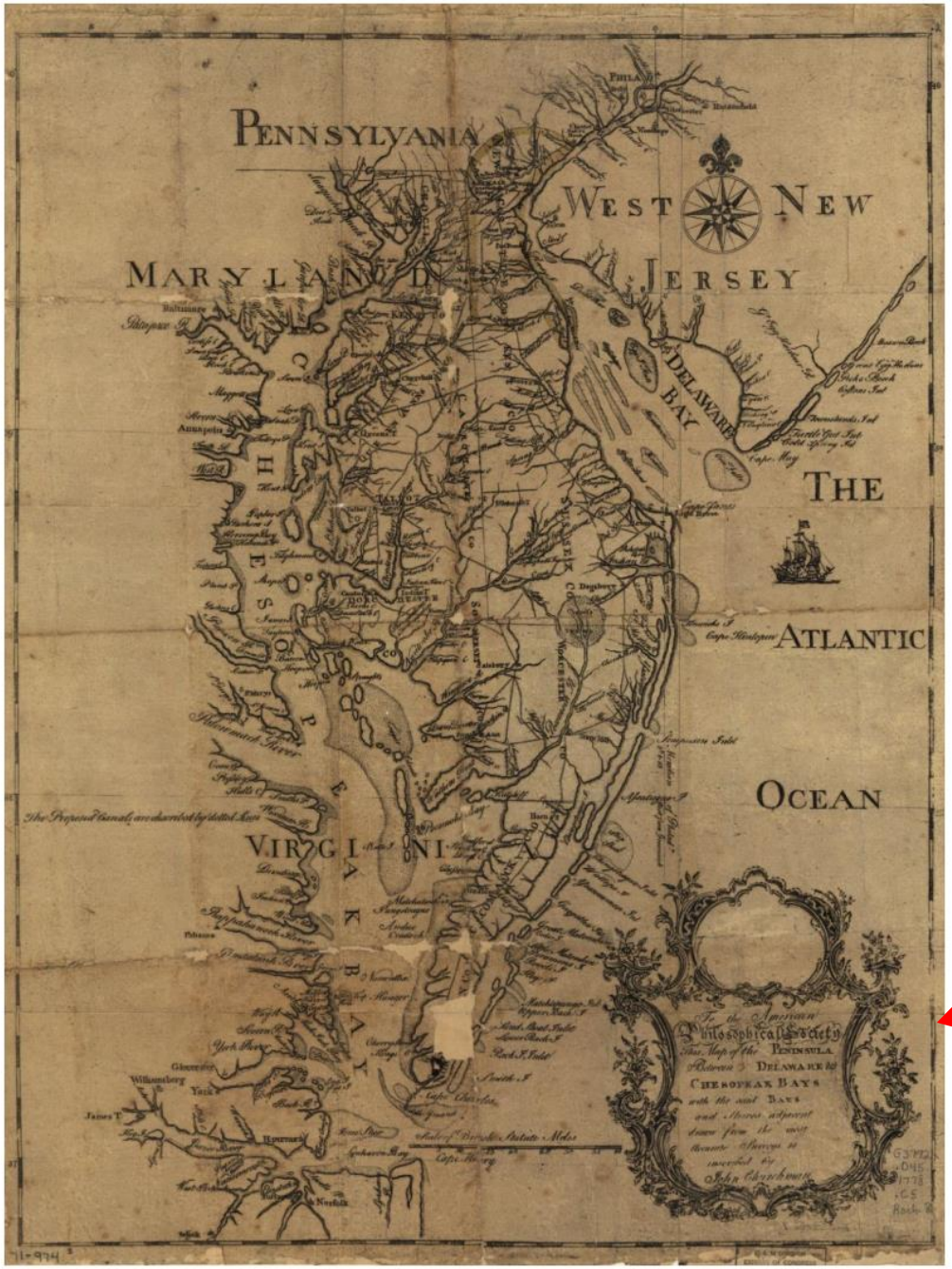
The Allan liner Virginian was the first. She turned her prow toward the wounded giant of the seas, and set out under forced draught. Then the Carpathia, of the Cunard line, and the Baltic, sister ship of the wrecked vessel, and the Allan liner Parisian, were reached, and all proceeded toward the Titanic.

Then came a time of cruel waiting. From the moment the first message reached Cape Race station until 12:27 a. m., there came flash after flash from the Titanic.

And each message was the same—"Hurry! Hurry! We are sinking and the passengers may be lost."

Nothing could be done from the shore. The Titanic lay 450 miles south of Cape Race, and 1,150 miles due east of New York.

Google News Archive
http://news.google.com/newspapers
Library of Congress Historic Newspapers
http://chroniclingamerica.loc.gov/
Scholastic GO! (formerly Grolier) World Newspapers
http://go-passport.grolier.com/page?tn=/newsnow/nsources.php



Change over time

Commonly accepted views

Emphasis of mapmaker

Economic and political realities

Migration patterns

Bias based on purpose

Individual's Impact on Society
People as Symbols of Change

MALCOLM X'S EULOGY delivered by Ossie Davis, Faith Temple Church Of God

February 27,1965

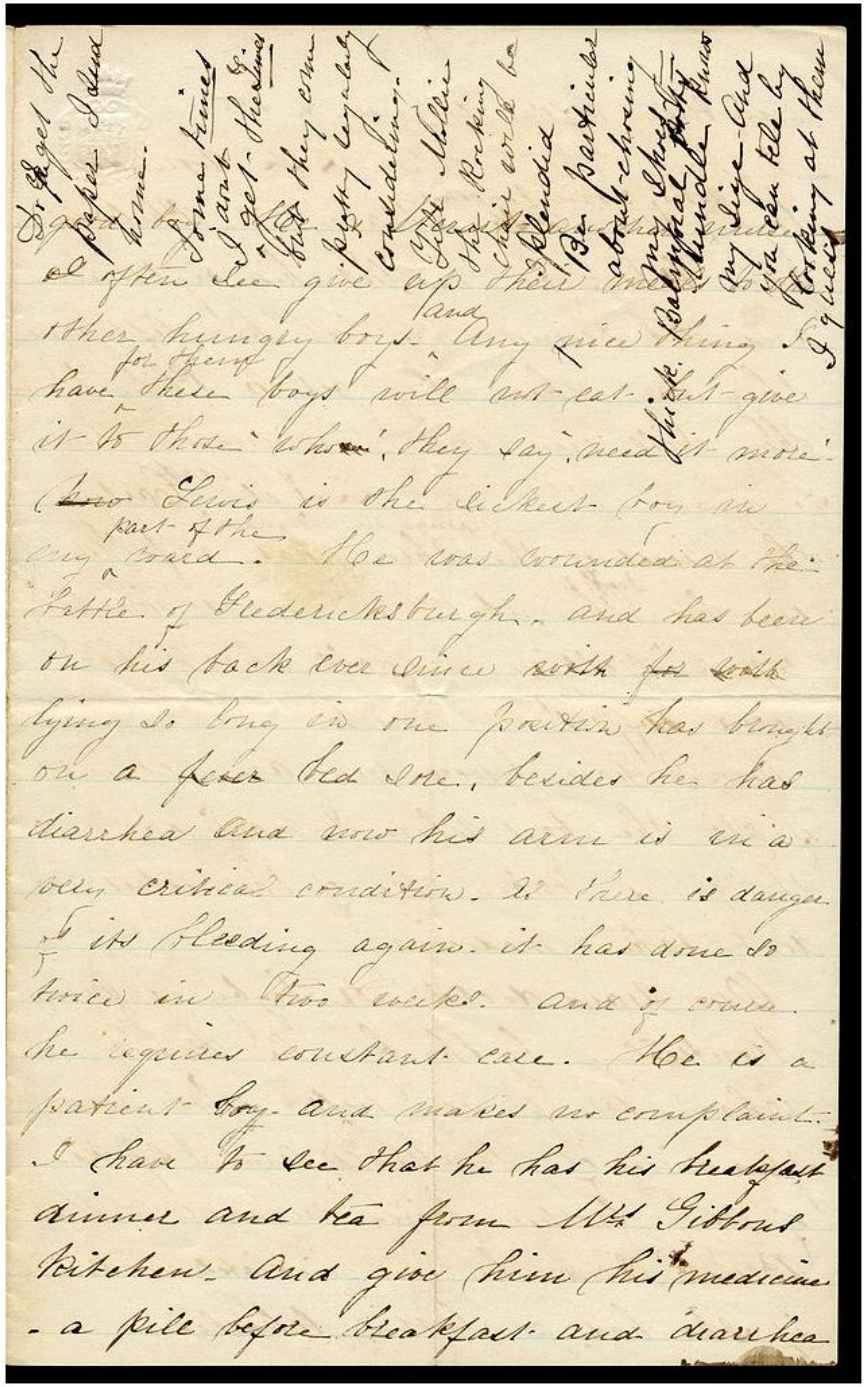
It is not in the memory of man that this beleaguered, unfortunate, but nonetheless proud community has found a braver, more gallant young champion than this Afro-American who lies before us - unconquered still. **I say the word again, as he would want me to: Afro-American - Afro-American Malcolm, who was a master, was most meticulous in his use of words. Nobody knew better than he the power words have over minds of men. Malcolm had stopped being a 'Negro' years ago. It had become too small, too puny, too weak a word for him. Malcolm was bigger than that. Malcolm had become an Afro-American and he wanted - so desperately - that we, that all his people, would become Afro-Americans too.**

Ha Ha! Or A-ha!

Common sentiments
Gender roles
Societal Critique

Which war?

Universal sentiments

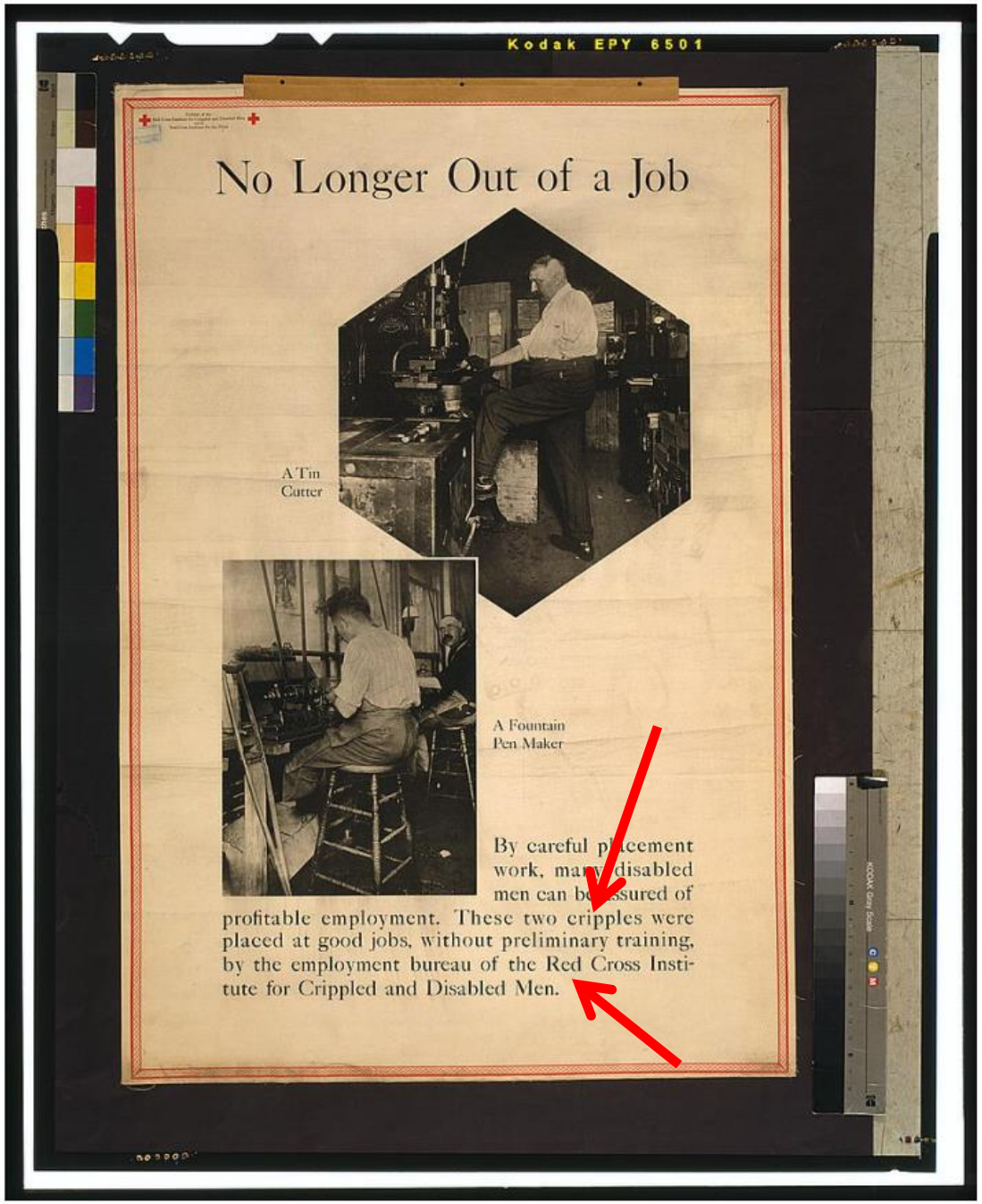


Individual perspectives on history

Many web sites have transcriptions that are easy to read.

Avalon Project
http://avalon.law.yale.edu/

Prejudices
Social causes
Values
Language change



Why use primary sources?

Complexify understanding

Initiate authentic inquiry-based learning

Teach critical thinking

Improve curriculum

Develop student independence & persistence

What do you do with primary sources?

- Photo analysis
  - individually/sets
  - paired with text/art
- Compare historical and modern sources
- Explore multi-format text sets on one issue
- Trace development of issue over time in one or more formats
- Use excerpts to illustrate concepts or provide context
- Annotate & dialogue about (written or oral)
- Compare contradictory sources to develop insight & understanding
- Grapple with language and what it means
- Form questions
- Uncover psychological elements that transcend cultures & shape documents

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Teacher's Guides and Analysis Tool

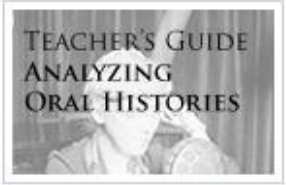
« Back to Using Primary Sources | Why Use Primary Sources | Citing Primary Sources | Copyright and Primary Sources | Finding Primary Sources | Teacher's Guides and Analysis Tool

Analysis Tool for Students

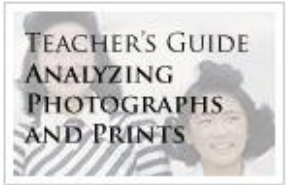
Primary Source Analysis Tool
PDF version (56 KB)

Teacher's Guides

Analyzing Primary Sources (PDF, 56 KB)



Analyzing Oral Histories (PDF, 73 KB)



http://www.loc.gov/teachers/usingprimarysources/guides.html

Library of Congress Tool

Source title

PRIMARY SOURCE ANALYSIS TOOL

see

think

wonder

OBSERVE	REFLECT	QUESTION

FURTHER INVESTIGATION

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

TEACHER'S GUIDE
ANALYZING PHOTOGRAPHS & PRINTS

Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first? · What people and objects are shown? · How are they arranged? · What is the physical setting? · What, if any, words do you see? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this? · What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...

who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

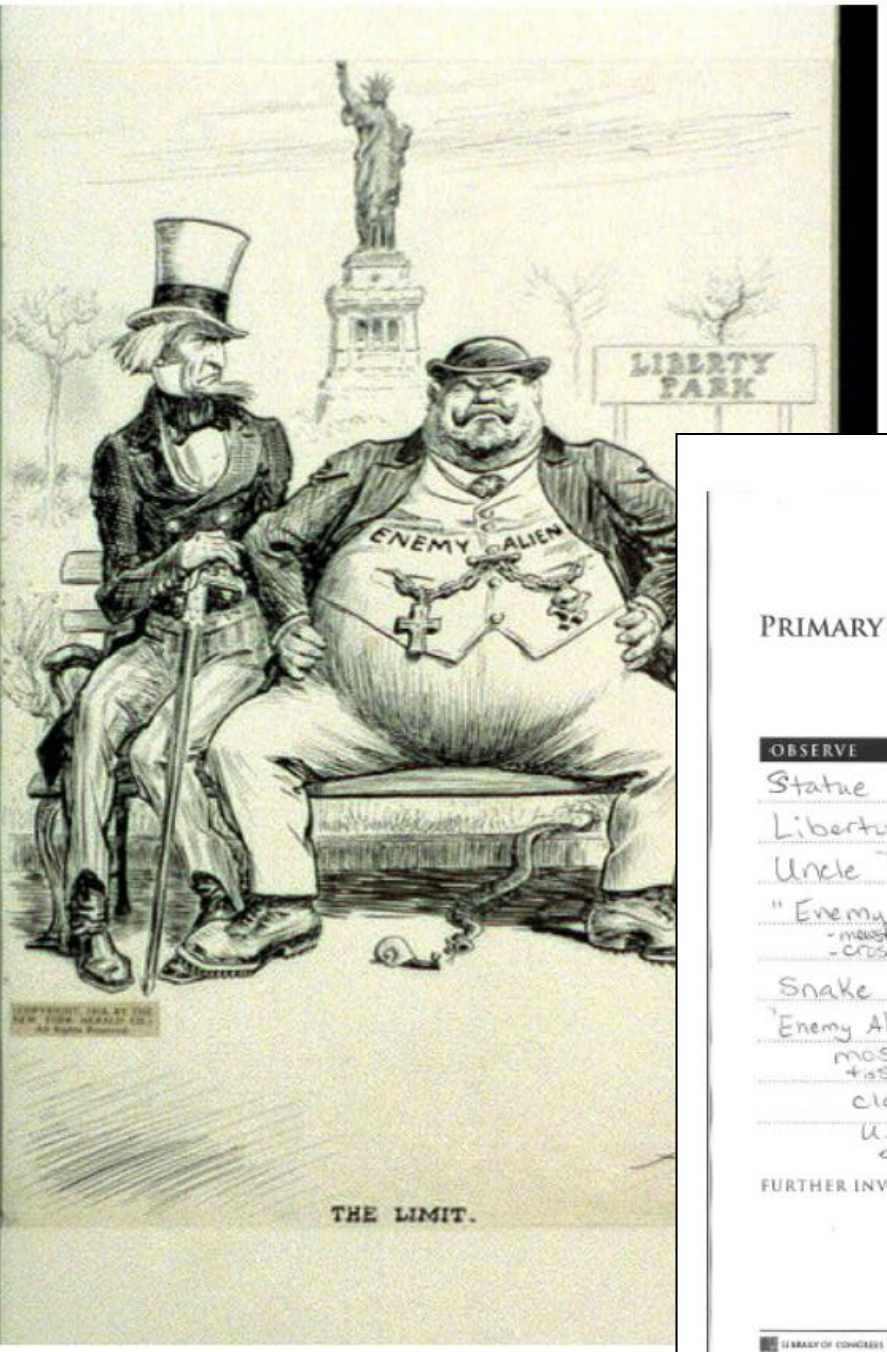
Beginning
Write a caption for the image.

Intermediate
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

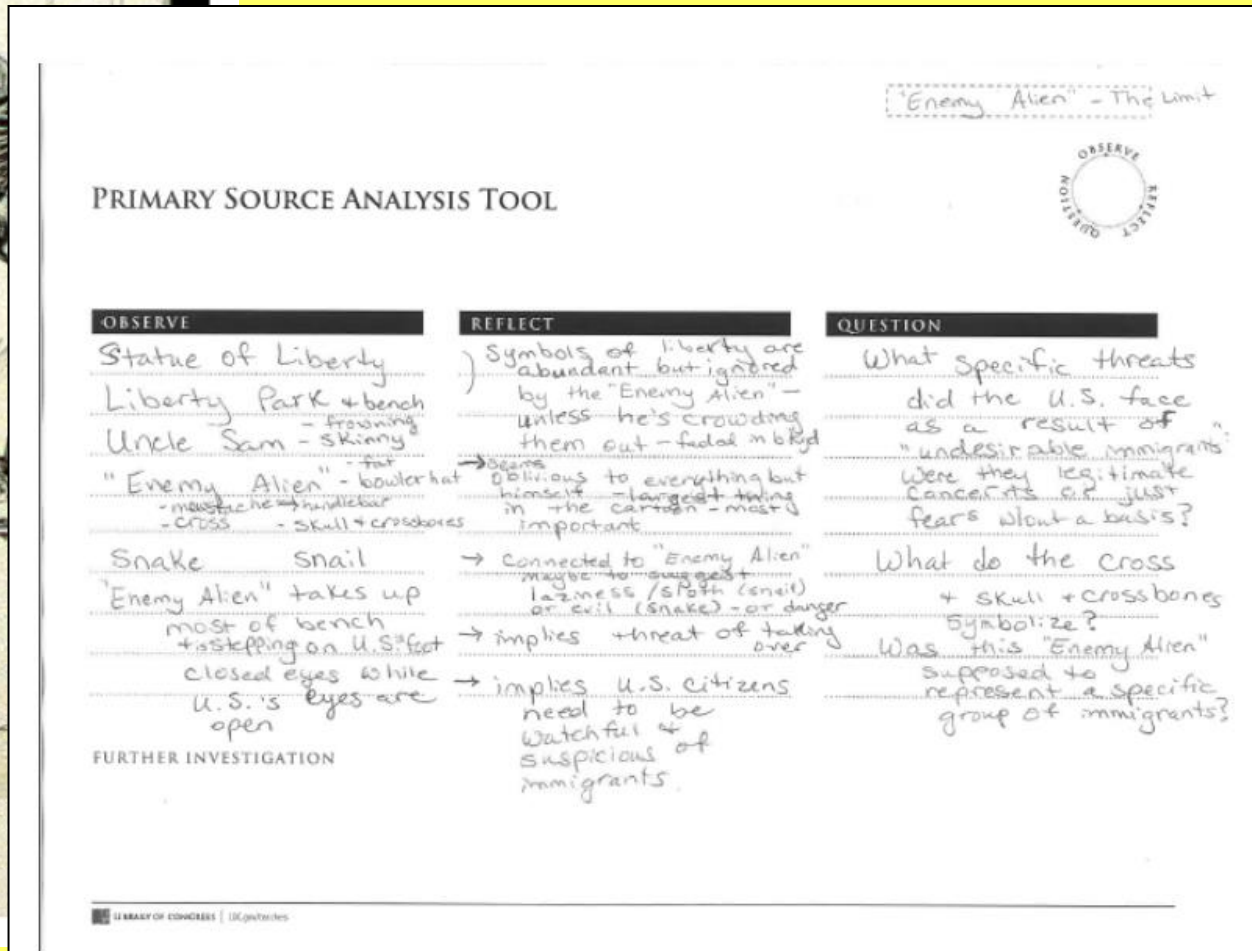
Advanced
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to
http://www.loc.gov/teachers

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf



Provide thorough models to which students can refer.



"Enemy Alien" - The Limit

PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

Statue of Liberty
Liberty Park + bench
Uncle Sam - frowning - skinny
"Enemy Alien" - fat - bowler hat
- moustache → handlebar
- cross - skull + crossbones
Snake snail
"Enemy Alien" takes up most of bench + is stepping on U.S.'s foot
closed eyes while U.S.'s eyes are open

REFLECT

Symbols of liberty are abundant but ignored by the "Enemy Alien" - unless he's crowding them out - faded in b/kgd
→ seems oblivious to everything but himself - largest thing in the cartoon - most important
→ connected to "Enemy Alien" maybe to suggest laziness / sloth (snail) or evil (snake) - or danger
→ implies threat of taking over
→ implies U.S. citizens need to be watchful + suspicious of immigrants

QUESTION

What specific threats did the U.S. face as a result of "undesirable immigrants"? Were they legitimate concerns or just fears w/out a basis?
What do the cross + skull + crossbones symbolize?
Was this "Enemy Alien" supposed to represent a specific group of immigrants?

FURTHER INVESTIGATION

LIBRARY OF CONGRESS | LOC.gov/teachers

Primary and Secondary Source Analysis

Document: _____

Please take thorough, thoughtful notes on your source. If you don't have enough room, you may take additional notes on notebook paper and staple it to this page.

Who (name, title, description) *Who started it? Who is involved? Who made key decisions?*	
What *What caused it? What lead up to it? What happened? What were the results?*	
When *Start/End Key dates Era (period of history) What happened before & after?*	
Where *Region? Cities/States? Inside/outside U.S.? What areas were impacted by it?*	
Why *What factors contributed? What events influenced it? What things were in conflict? Was it avoidable?*	
How *How was the issue addressed before this? How did the involved parties try to resolve the problem? What steps were taken?*	

co-developed during planning with history teacher

Where Do I Find Primary Sources?

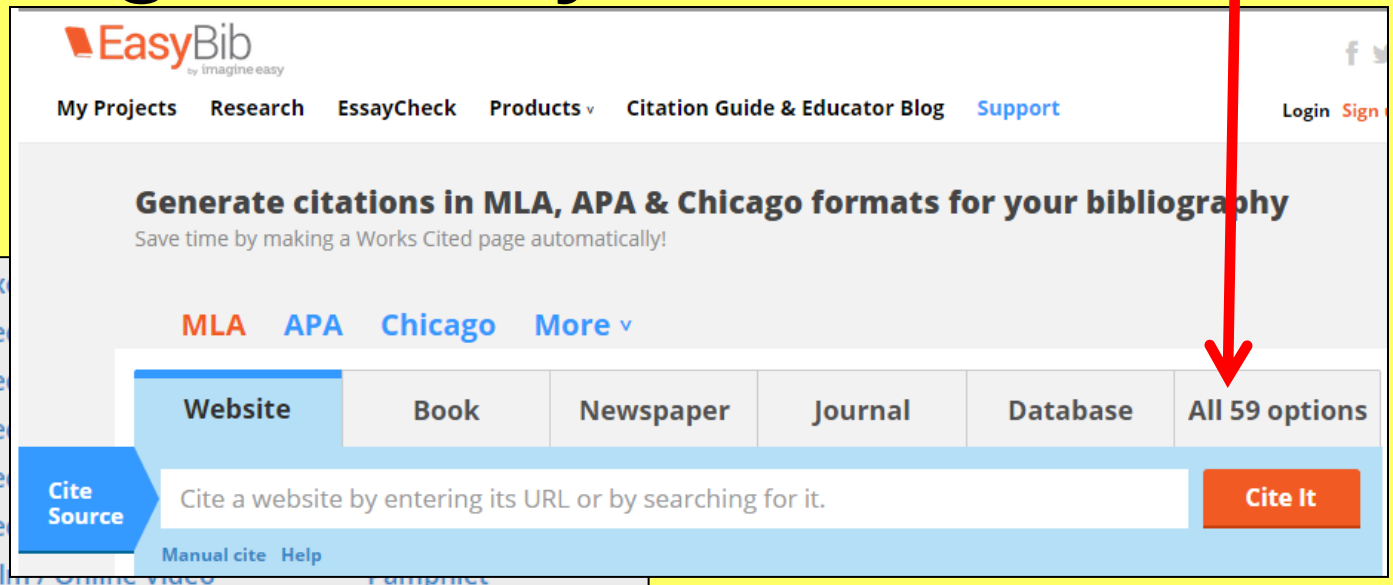
- **Digital Databases (especially Gale)**
- **http://tinyurl.com/dyarps annotated list**
- **Advanced Google searches**

  primary sources Progressive Era site:.edu

  primary sources Progressive Era site:.gov

  primary sources Progressive Era site:.org

Citing Primary Sources



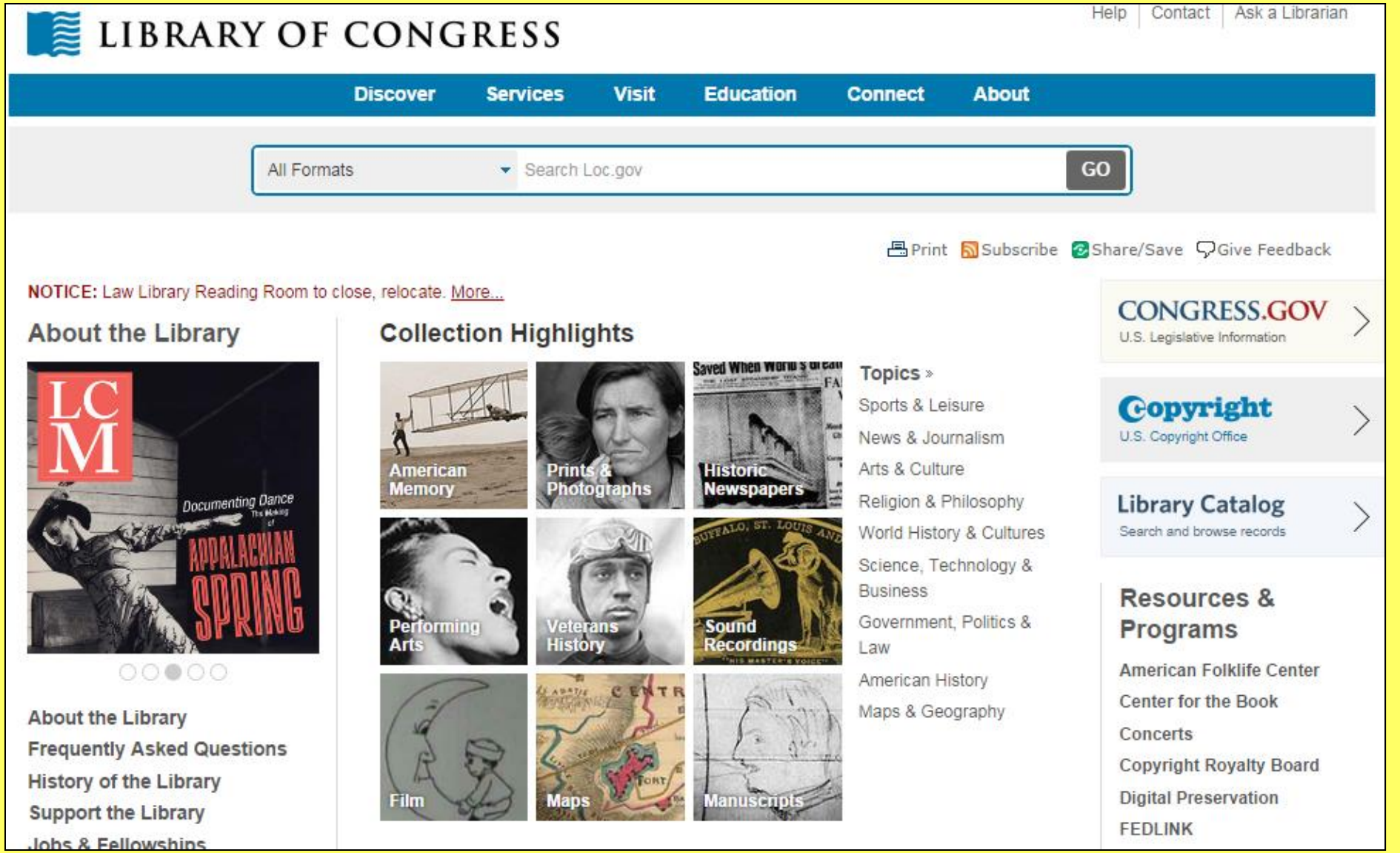
All Sources

- Advertisement
- Bible*
- Blog / Podcast
- Book*
- Brochure
- Cartoon / Comic
- Chapter / Anthology*
- Collection Article
- Conference Proceedings*
- Congressional Publication*
- Court Case
- Dictionary Entry*
- Digital File
- Digital Image
- Dissertation*
- Dissertation (abstract)*
- E-mail
- Editorial
- Encyclopedia Article*
- Government Publication*
- Interview
- Journal Article
- Lecture / Speech
- Letter
- Live Performance
- Magazine Article
- Mailing List
- Manuscript
- Map / Chart*
- Microform
- Miscellaneous
- Multivolume Work*
- Patent
- Photograph
- Preface / Foreword*
- Press Release
- Raw Data
- Report
- Reprinted Work
- Review
- Scholarly Project
- Software*
- Television / Radio
- Thesis*
- Website*

Teach students to cite the actual primary source, not its location in a database!

http://www.easybib.com/

Library of Congress



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Teachers

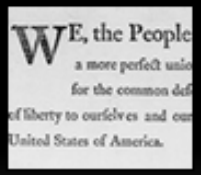
The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

Search Our Classroom Materials by Standards ○ Common Core ○ State Content ○ Organizations

Classroom Materials

Student Discovery Sets
Free ebooks for primary source exploration



Constitution Day Teacher Resources

Idea Book for Educators
The Civil Rights Act of 1964

Understanding the Cosmos: Changing Models of the Solar System and the Universe
Primary Source Sets

Teaching with the Library of Congress Blog

Library of Congress Primary Source Sets for the K-2 Classroom
October 9, 2014 by Anne Savage

Did you know that the Library of Congress has three primary source sets that were designed with the early elementary grades in mind?

Go to the blog »

Subscribe to the blog via e-mail or RSS.

Using Primary Sources

Discover quick and easy ways to begin using primary sources in your classroom, with teachers' guides, information on citing sources and copyright, and the Library's primary source analysis tool.

TPS Partners

The Teaching with Primary Sources Program builds partnerships with educational organizations to support effective instruction using primary sources. TPS partners deliver Library of Congress professional development locally.
Learn about TPS partners »

Professional Development

The Library of Congress provides primary source-based, ready-to-use resources for teachers and facilitators:

- Self-Paced Online Modules
- Guides for Facilitators: "Build and Deliver"

Or consider training with Library of Congress staff:

- Webinars
- Summer Teacher Institutes

About Professional Development »

@TeachingLC

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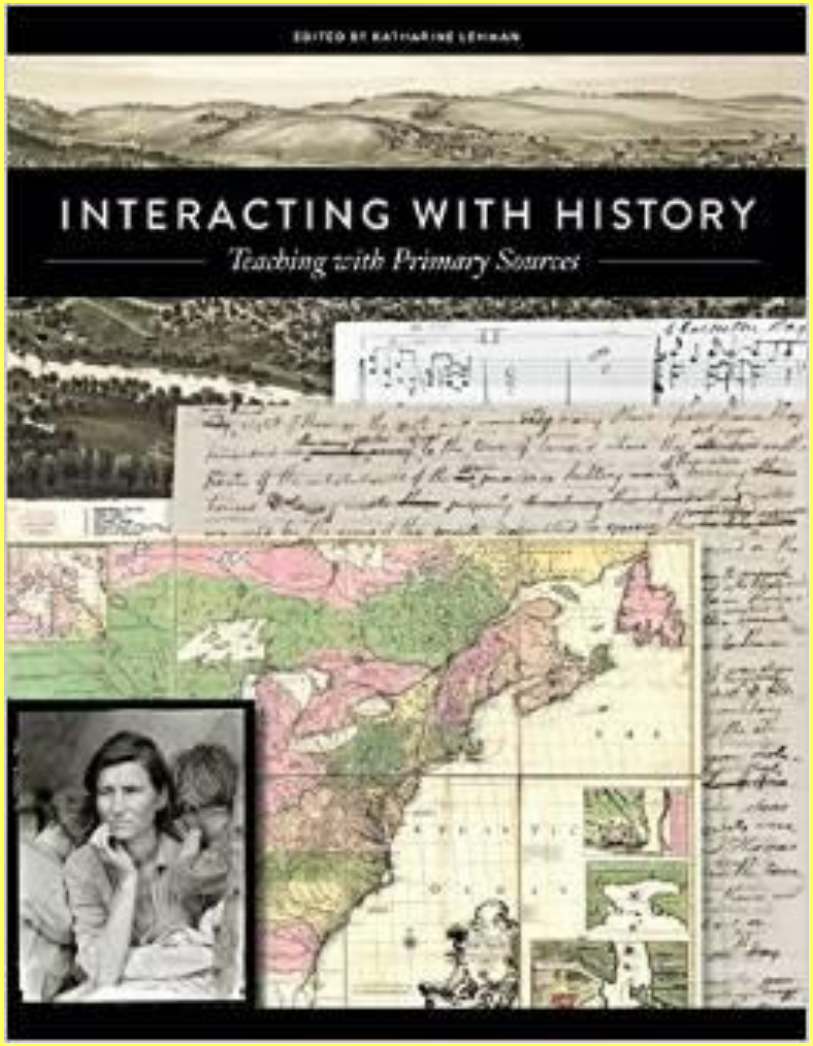
Student Discovery Sets – Free Ebooks

http://www.loc.gov/teachers/

Library of Congress

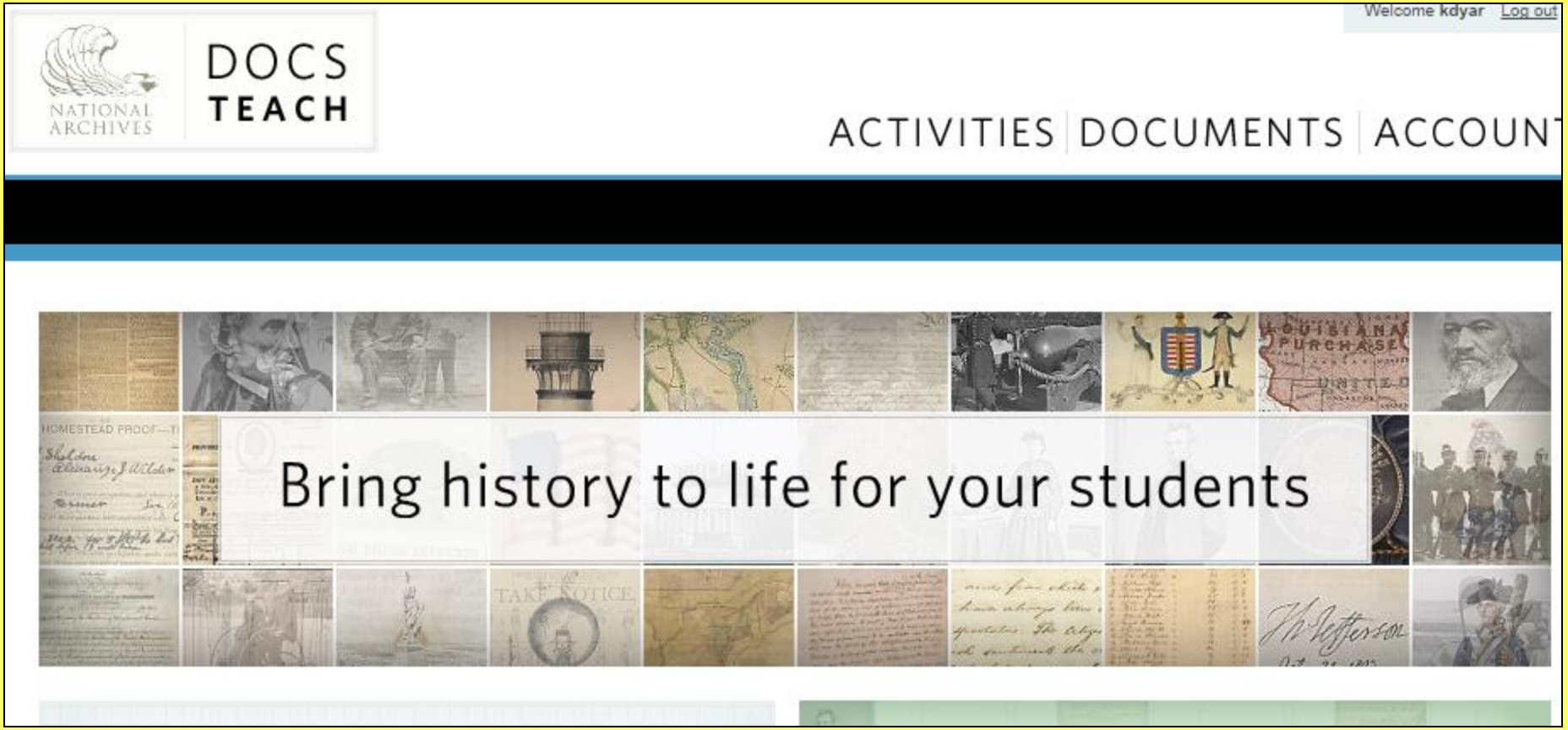


- Online collections
- Historic newspapers
- Themed resources
- Online exhibitions
- Support from librarians

- Primary Source Tools
- Primary Source Blog
- Free summer institute
- Free online professional development

http://www.amazon.com/Interacting-History-Teaching-Primary-Sources/dp/0838912052/ref=sr_1_1?s=books&ie=UTF8&qid=1413381401&sr=1-1&keywords=interacting+with+history+teaching+with+primary+sources

Docs Teach



http://docsteach.org/

Free account
Premade activities
Activity builder
History Day resources

Digital primary sources development
Education blog
Themed Pages
Students complete/submit online

Free professional

Browse | Search | Create

Find & use activities

crafted by educators using documents from the National Archives.

Use the search field above to find an activity by keyword.

Turn your students into historians with primary-source based activities that develop historical thinking skills. Activities are ready to use in your classroom. Or alter an existing activity to fit your unique needs. Exchange primary source documents and modify activity instructions. Log in to borrow from an even larger selection from fellow educators.

*Registered users can **bookmark activities** by starring them. Share your starred activities with your students via DocsTeach classrooms in your account.*

Create activities

Use a creation tool to make your own interactive activity.

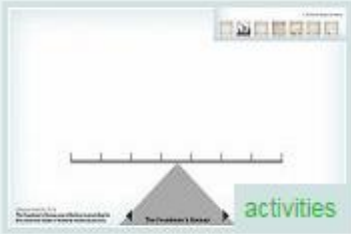
Create an Activity

Historical Eras

Activities created on DocsTeach are categorized according to the National History Standards. Learn more about standards.

(1754-1820s)
Revolution and the New Nation

(1801-1861)
Expansion and Reform



(1850-1877)
Civil War and Reconstruction

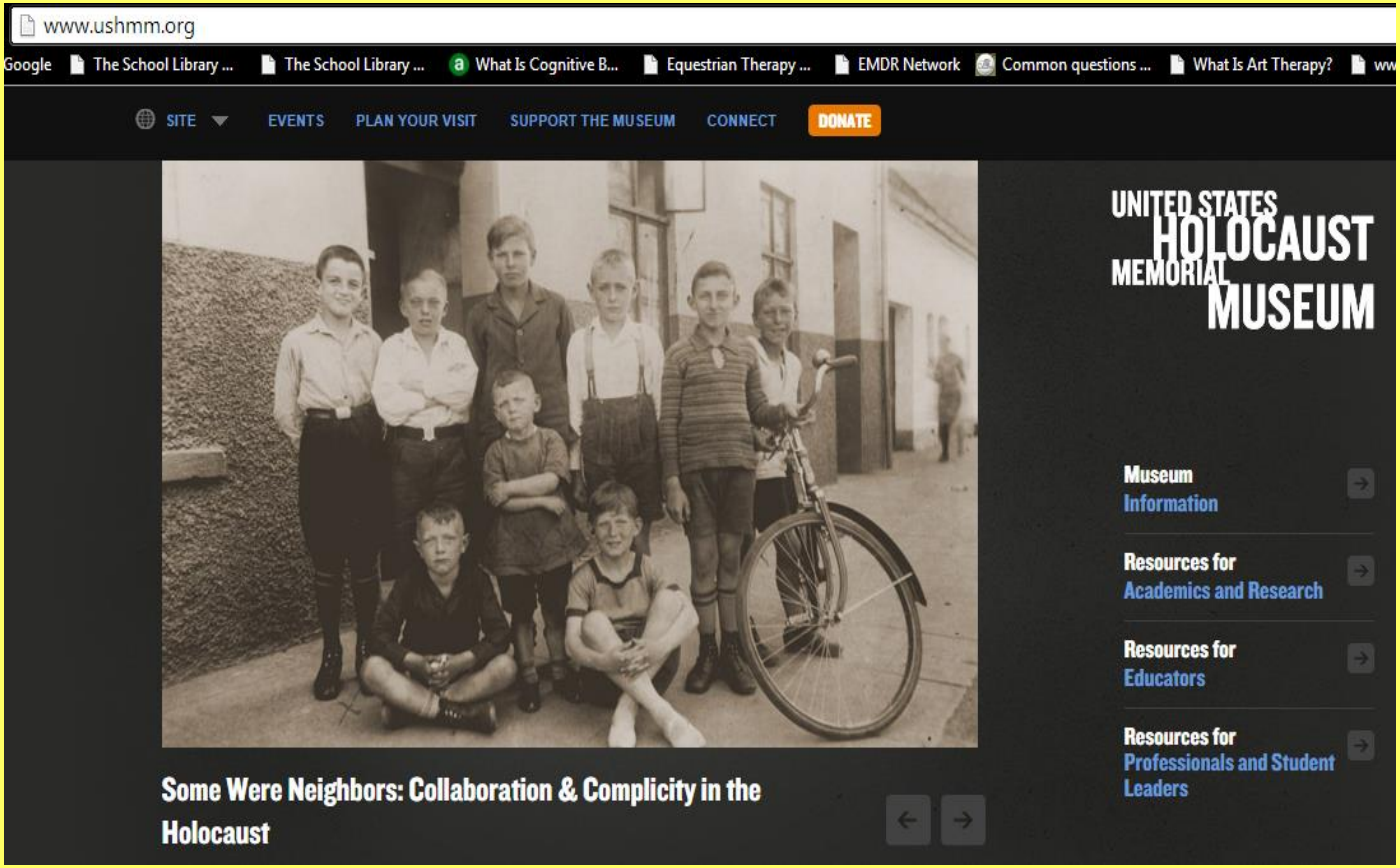
(1870-1900)
The Development of the Industrial United States

(1890-1930)
The Emergence of Modern America

http://docsteach.org/activities/14006/detail

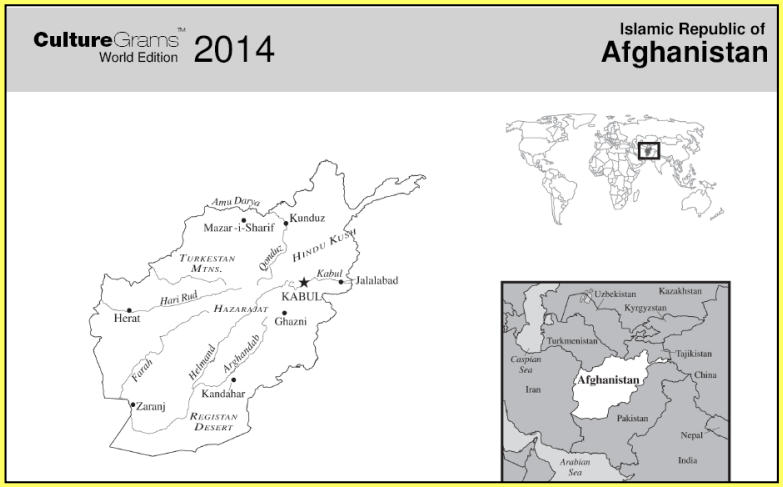
US Holocaust Memorial Museum

Multimedia resources
Free teacher workshops
Accessible language resources
Holocaust Encyclopedia – easy readability level
In-depth content
Online exhibits



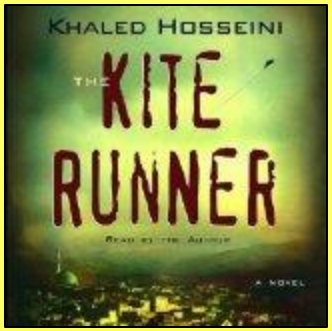
http://www.ushmm.org/learn

English: The Kite Runner



Evidence Tracker

Evidence in Photo	Evidence in Article	Conclusion about Culture
1.		



English: The Things They Carried

Vietnam: A Glimpse At Life As A Soldier

View the following videos and connect them to the the "life of a soldier" photographs* you explored in class earlier this week. Record details from the videos (on your notes sheet) to use in your argumentative essay. The first video does not have any sound.

Explore the following documents and images and connect them

Did you record quotations on your notes sheet? If not, go back and

Did you record details from the videos on your notes sheet? If not,

View the following videos and connect them to the the "life

http://docsteach.org/activities/14006/detail

* http://blogs.denverpost.com/captured/2010/04/30/captured-a-look-back-at-the-vietnam-war-on-the-35th-anniversary-of-the-fall-of-saigon/1781/

US History: Supreme Court Case Analysis

Supreme Court Screencasts

Use Screen shot and directions below:

Or watch the video using this link.

Cornell Law Library.tiff
Details Download 167 KB

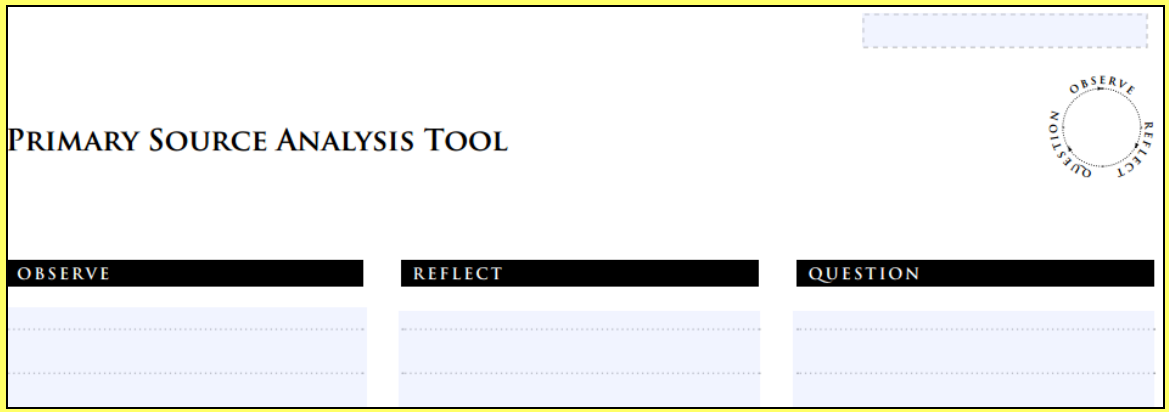
Legal Dictionary

Includes political cartoons. Under each case, choose the teaching tab and political cartoon analysis.
Street Law - Supreme Court Landmark Cases

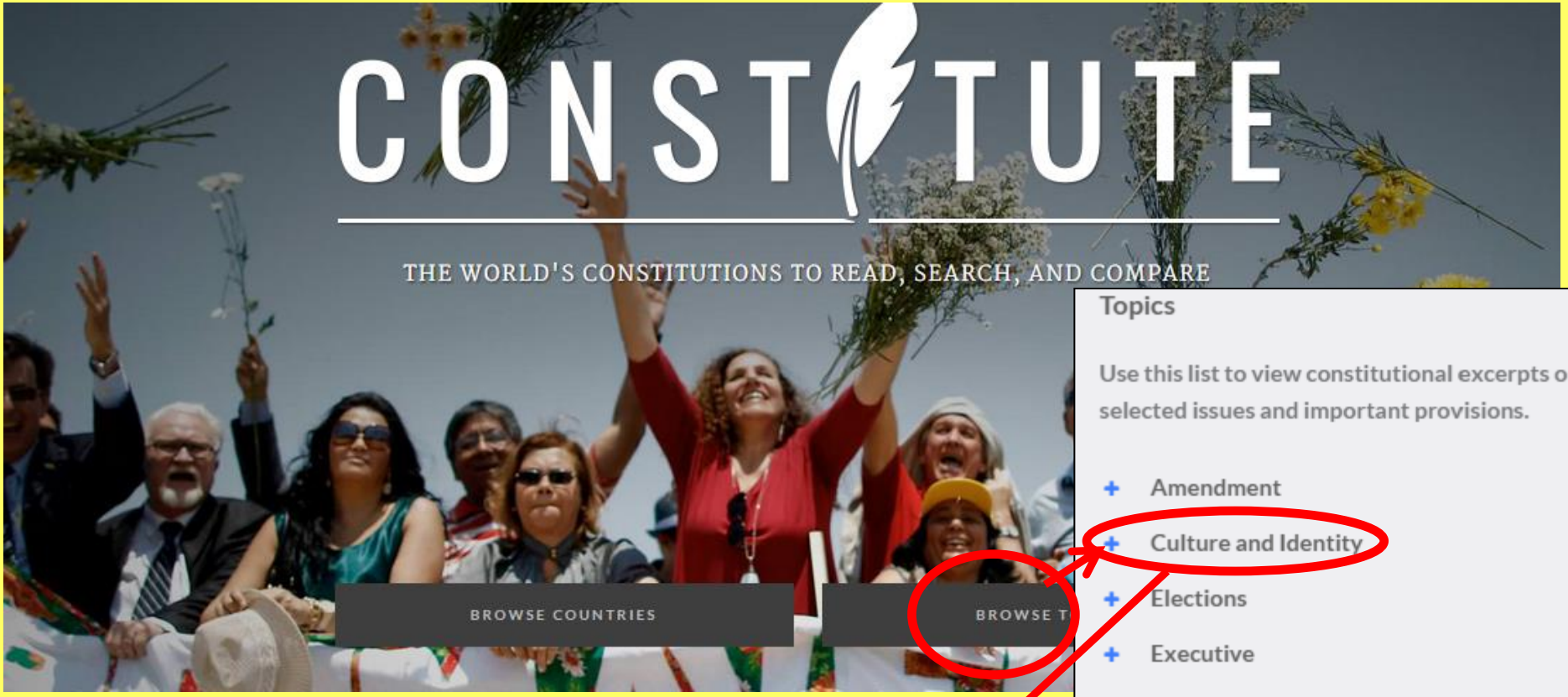
Includes primary and secondary sources on notable cases
Oyez Project

Visitors' guide to arguments and seating at Supreme Court
http://www.supremecourt.gov/visiting/visitorsguidetooralargument.aspx

http://tinyurl.com/dyarsupremect



Government: Compare Constitutions



Albania 1998 (rev. 2008) EXPAND | DOWNLOAD PDF | VIEW HTML

Angola 2010 EXPAND | DOWNLOAD PDF | VIEW HTML

Armenia 1995 (rev. 2005) EXPAND | DOWNLOAD PDF | VIEW HTML

https://www.constituteproject.org/

Topics

Use this list to view constitutional excerpts on selected issues and important provisions.

- + Amendment
- + Culture and Identity
- + Elections
- + Executive
- + Federalism
- + International Law
- + Judiciary
- + Legislature
- + Principles and Symbols
- + Regulation and Oversight
- + Rights and Duties

Social Studies: Political Cartoons

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The Library of Congress > Teachers > Classroom Materials > Presentations and Activities > It's No Laughing Matter

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It's No Laughing Matter

[Detail] Inch by Inch...

Overview | About This Activity | Learning Activity | Cartoon Analysis Guide | Learn More About Political Cartoons | Resources for Teachers

Resources from the Activity

Please note: Resource links will open in a separate window.

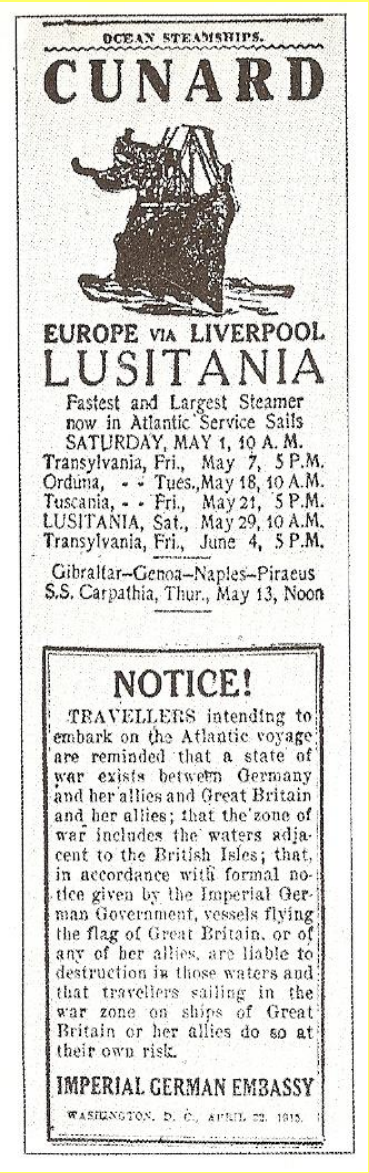
- "With an Even Hand" Brown v. Board at Fifty (Library of Congress online exhibition) The cartoons used in this activity, as well as background information about each cartoon, are featured in the "Aftermath" section of this online exhibition.
- What is done in our classrooms today will be reflected in the successes or failures of civilization tomorrow. Bill Mauldin (Cartoon published in the St. Louis Post-Dispatch. November 11, 1958)
- Inch by inch. Bill Maudlin (Cartoon published in the St. Louis Post-Dispatch. September 1, 1960)

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/resources.html

US History: Sources Conversing

DBQ: Should the US have entered WW I?

Germany's Reply To The United States
First note of the German Government in answer to President Wilson's protest on the sinking of the Lusitania - German Minister for Foreign Affairs to the American Ambassador at Berlin May 28, 1915


OCEAN STEAMSHIPS.

CUNARD

EUROPE VIA LIVERPOOL

LUSITANIA

Fastest and Largest Steamer now in Atlantic Service Sails SATURDAY, MAY 1, 10 A.M.

Transylvania, Fri., May 7, 5 P.M.
Orduna, - - Tues., May 18, 10 A.M.
Tuscania, - - Fri., May 21, 5 P.M.
LUSITANIA, Sat., May 29, 10 A.M.
Transylvania, Fri., June 4, 5 P.M.

Gibraltar–Genoa–Naples–Piraeus
S.S. Carpathia, Thur., May 13, Noon

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

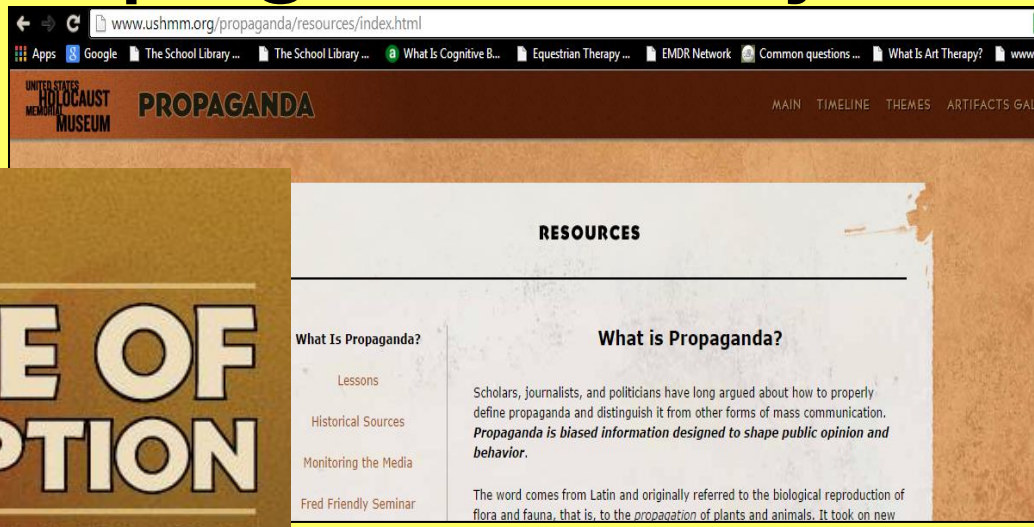
IMPERIAL GERMAN EMBASSY

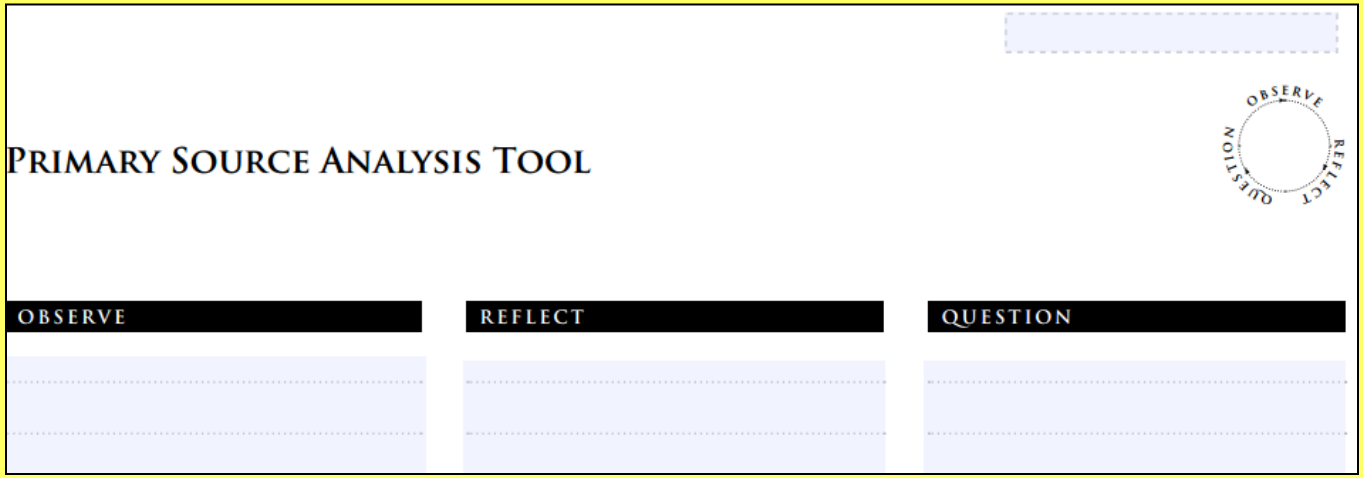
WASHINGTON, D. C., APRIL 22, 1915.

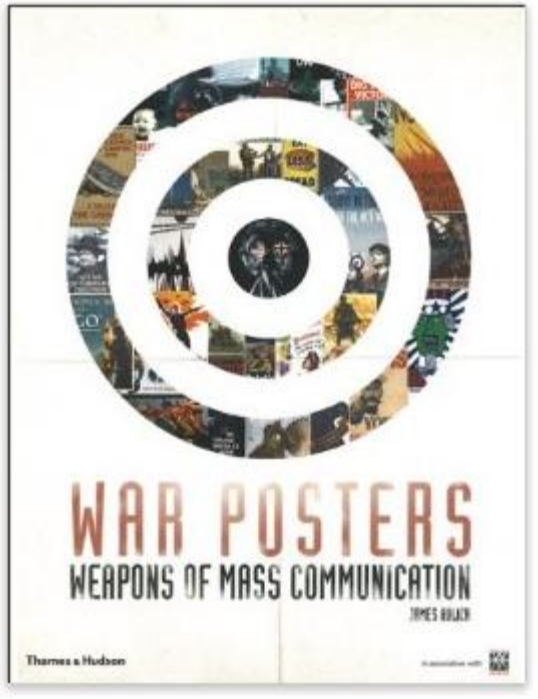
Telegram from U.S. Ambassador Walter Page to President Woodrow Wilson
English translation of the decoded Zimmermann Telegram February 24, 1917

"The Anniversary" [excerpt]
SYNOPSIS: The first Pulitzer Prize for editorial writing was awarded to this bitter denunciation of Germany in the New York Tribune and call for Americans to join World War I (1914–18). The editorial's occasion was the first anniversary of the sinking of the Lusitania, a British passenger liner, by German submarines, an attack that killed over a hundred Americans and more than a thousand people total.

World History: Propaganda Project







http://www.ushmm.org/information/exhibitions/traveling-exhibitions/state-of-deception

Science: Annotated Bibliography

Research Question: Why are giant pandas endangered?

By: Daniel Delawder

1: "Giant Pandas, Giant Panda Pictures, Giant Panda Facts - National Geographic." *Animals - Animal Pictures - Wild Animal Facts - Nat Geo Wild - National Geographic*. Web. 20 Jan. 2012. Giant panda eating habitats and cool facts.

The Giant panda has a large appetite for bamboo; it takes nearly 28 pounds of bamboo to satisfy a giant panda's dietary needs. Wild pandas often live in remote mountain regions in central China that provide cool and wet bamboo forests. Only about 1,000 giant pandas are left in the wild and 100 pandas live in zoos. This article states facts about the panda's diet; without an adequate consumption of bamboo daily, the giant panda won't meet its dietary needs.

2: "WWF - Giant Panda - Overview." *Wildlife Conservation, Endangered Species Conservation*. Web. 20 Jan. 2012. Giant panda eating habitats and cool facts.

Severe threats from humans have reduced the amount of giant pandas in the world, fewer than 1,600 remain. Giant pandas need to live in Temperate Broadleaf and Mixed Forests of Southwest China, where plenty of Bamboo is available. Giant Pandas play an important role in bamboo forests where they enhance the growth of vegetation by spreading seeds. This article portrays the importance of giant pandas in their natural habitat. This article also discusses human damage to the giant panda habitat that reduced the amount of giant pandas in the world.

3: "Giant Panda Facts - National Zoo|FONZ." *Welcome to the National Zoo|FONZ Website - National Zoo|FONZ*. Web. 20 Jan. 2012.

Giant pandas live in the mountain ranges in central China, in Sichuan, Shaanxi and Gansu Provinces. They used to live in lowland areas, but farming, forest clearing and other developments now restrict giant pandas to the mountains. Scientist report pandas live as long as 35 years. At birth the panda is helpless and it takes the mother's considerable effort to raise the cub into an adult giant panda. This article discusses the harmful effects of farming, forest clearing and other human developments upon the endangerment of giant pandas.

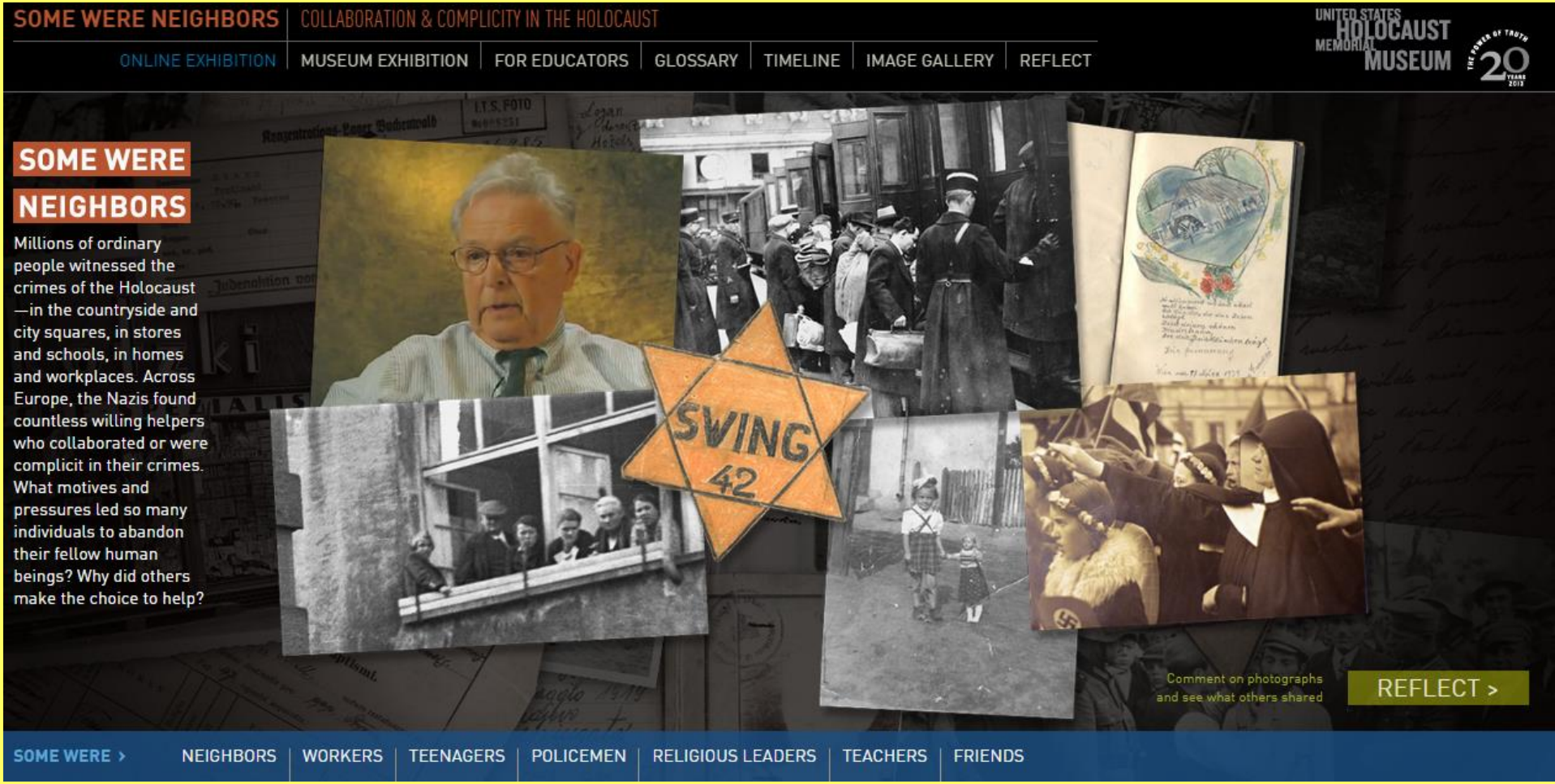
Search for articles using ProQuest & EBSCO

Great for yearlong STEM projects!

Summary

Estimating and mapping suitable habitat play a critical role in conservation planning and policy. But if assumptions about ecological needs are wrong, maps with misidentified suitable habitat will misguide conservation action. Therefore we need to take precautions when dealing with bans in the government and dealing with endangered species. In this article **they** use an information-theoretic approach to analyze the largest, landscape-level dataset on panda habitat use to date, and challenge the prevailing wisdom about panda habitat needs. This article shows that pandas are associated with old-growth forest more than with any ecological variable other than bamboo. Other factors traditionally used in panda habitat models, such as topographic slope, are less important according to this article. The article suggests that their findings are disparate from previous research in part because their research was conducted over a larger ecological scale than previous research conducted over more circumscribed areas within individual reserves. Thus, extrapolating from habitat studies on small scales to conservation planning on large scales may entail some risk. **As the Chinese government is considering the renewal of its logging ban, it should take heed of the panda's dependency on old growth.** (Bolded because it was the conclusion)

Psychology: Individual Choices



Interactive multimedia exhibit about individual responsibility and self-determination

http://somewereneighbors.ushmm.org/

English Language Learners: Art

Name of Artist _____

Notes on artist's background:

image name and website/URL	medium	patterns (vocab)	description of artwork

Vocabulary

1. Creative - (having the ability or power to create) "a creative imagination"

2. Abstract- existing only in the mind; separated from embodiment; Abstract words like 'truth and justice'

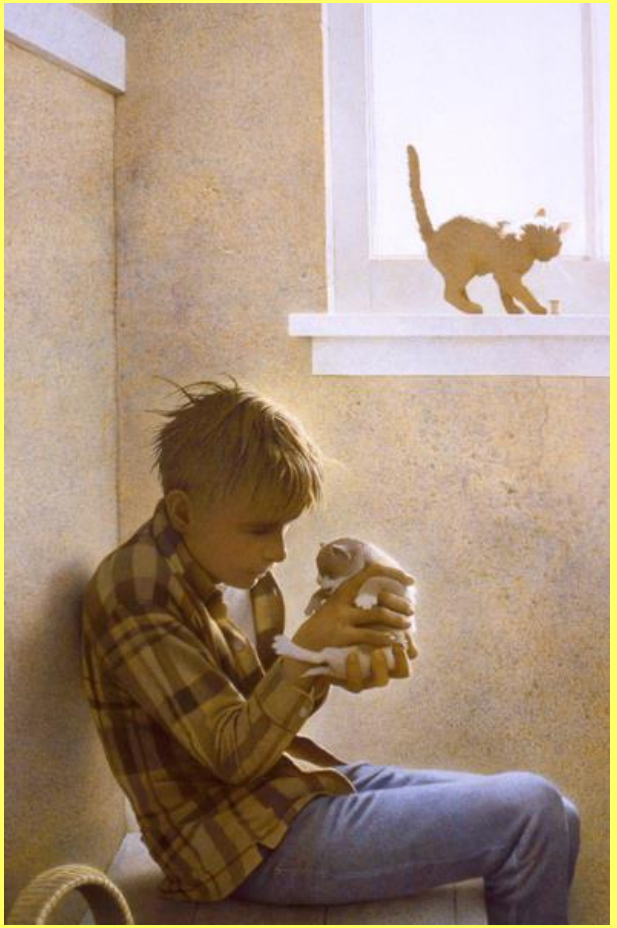
3. Artist - A person engaged in one or more of any of the broad spectrum of activities related to creating art, practicing art and or demonstrating an art.

4. Concept - an abstract or general idea inferred or derived from specific instances.

5. Essence - most vital part of some idea or experience.

6. Three Dimensional - (3D) works of art that have spatial depth as well as height and width.

7. Two Dimensional - (2D) works that are developed on a flat plane without depth.



Vickery, Robert. "Newborn Kitten." *Robert Vickrey*. Robert Vickery, 2012. Web. 31 Mar. 2014. <http://robertvickrey.com/work/portraits/>.

Complex Project Elements

- Rich content
- Reading strategies
- Group dynamics
- Multi-step projects
- Increased rigor and synthesis
- Technology
- Knowledge creation
- Challenging sources
- Cross-cultural content
- Address weaknesses you see in student work

A Word About Checklists...

Complex projects require complex support.

Create needed resources!

Primary Sources Search Strategy for Students

1. Think about the kinds of primary sources that are likely to exist for your topic.
2. Identify which resources are most likely to have them.
3. Brainstorm some search terms (refer to your articles for names of events, people, places, legislation).
4. Decide where you will look and where your partner will look (sit next to each other and confer as you go - about what you find and how it connects).
5. Use a variety of search terms.

Google

Search term site:.edu OR site:.gov OR site:.org

Gale U.S. History

Primary sources

images

Library of Congress

www.loc.gov

6. When you find one, examine it closely and figure out how it connects to your article. Discuss it with your partner. You only want sources with strong connections.
7. Save each source in its highest resolution to your Home H: Drive. (Thumbnails pixelate so avoid them.)
8. Cite your sources as you go in a Works Cited document. Cite the actual source and not the database citation.

Easybib.com all 59 options tab

9. Once you find one type of primary source look for a different type of format so you get a variety. Talk to your partner about what you found to avoid over reliance on one type of source (i.e., photos).
10. Save each source in its highest resolution to your Home H: Drive. (Thumbnails pixelate so avoid them.)

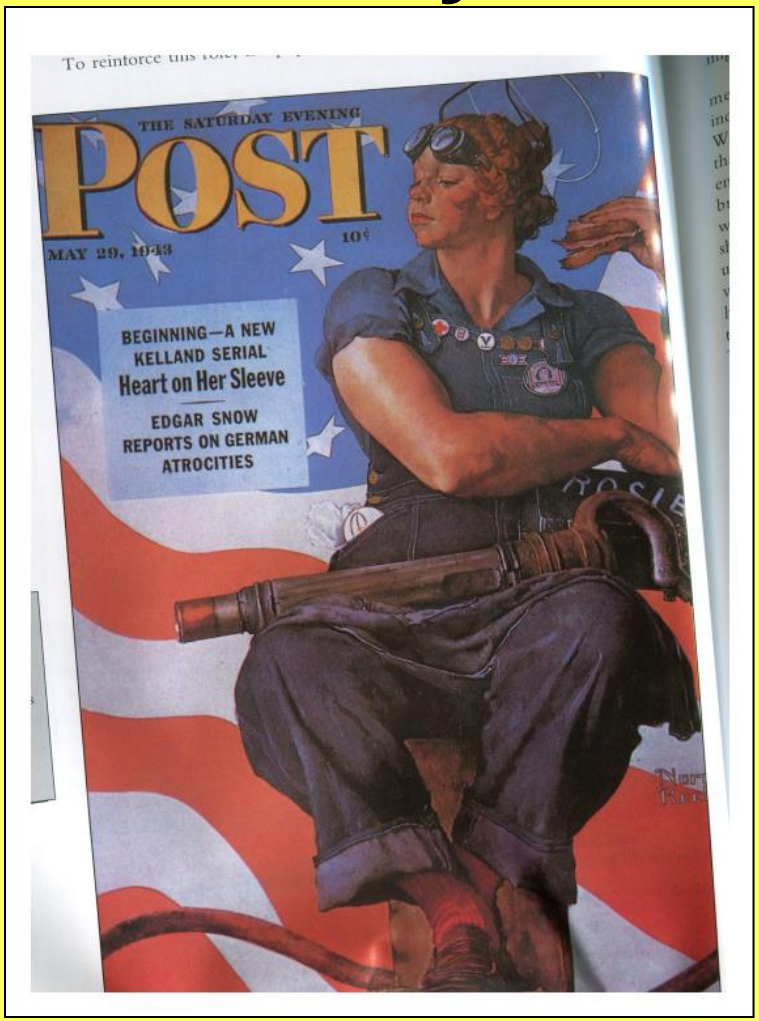
Complex U.S. History: Primary Source Sets

Immigration Poster

1. What does the body language of the people in the poster represent?

2. What is the significance of the Statue of Liberty in an obviously foreign-written document?

Primary Source Sets: WW II*



Whitman, Sylvia. "War Production Board." V Is for Victory: The American Home Front during World War II. Minneapolis: Lerner, 1993. N. page. Print.

Questions:

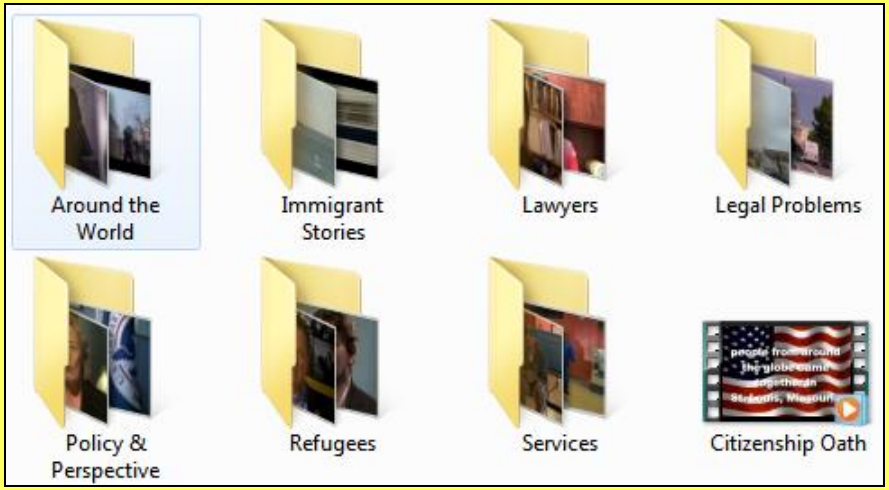
1) What is the significance of the American Flag in the background?

2)What does her appearance and demeanor portray about women during this time period?

3)What is the significance of "Rosie" implementing this profession?

*student example

Complex Contemporary World Studies



pbslearningmedia.org

Teen Tips for Better Online Group Work & Discussions

adapted from the MSDE Online Teaching In Maryland Course module 2.2.4 "Online Response Skills"

Online classes require you to interact with people in a more formal way and work with partners and groups in different ways. Sometimes people you are depending on may not do their part the way you think they should. Or they might have a different opinion than you do. You might feel like you need to say something, but not be sure what to say. These response skills are particularly helpful in dealing with difficult situations.

A. Use positive phrasing. (Organize your words in a positive way.)

Be positive whenever possible. One type of verbal skill, called positive phrasing, suggests possible choices, sounds helpful and encouraging, and stresses positive actions that can lead to positive consequences.

Examples of Negative/Positive Phrasing:

Negative Phrasing	Positive Phrasing
Don't wait until the last minute to do your part of the group project.	Please post your part of the group project by Wednesday.
gative.	Be positive.
ith all those spelling errors.	Please use a spell checker before you post.

Reflection Questions for Journal Entry 1

By now, you should understand how good questions can open your perspective on an issue – even if you don't have answers to the questions. Please answer the following questions in your journal reflection. Only you, Mr. Marley, and Mrs. Dyar will see your answers so please be honest. **Your post should be 150 words and meet the standards of the Contemporary World Studies Discussion Rubric.**

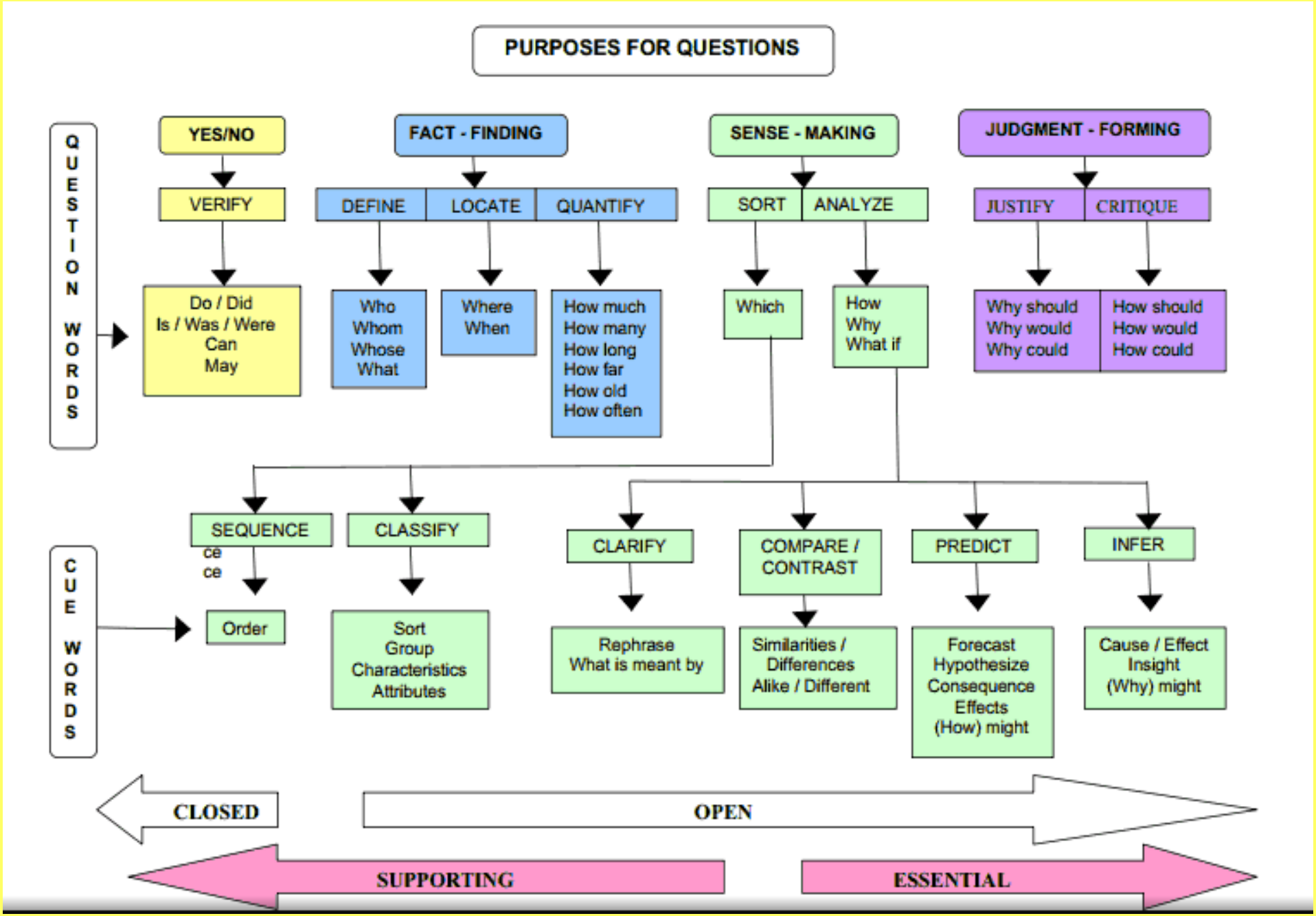
What have you learned about forming good questions?

What was easiest about forming good questions? Why?

What was most difficult about forming good questions? Why?

How can the questions the class formed help you understand immigration and border security issues better?

How useful were the video clips in helping you form good questions? Explain.


PURPOSES FOR QUESTIONS
QUESTION WORDS
YES/NO
VERIFY
Do / Did
Is / Was / Were
Can
May
FACT - FINDING
DEFINE
LOCATE
QUANTIFY
Who
Whom
Whose
What
Where
When
How much
How many
How long
How far
How old
How often
SENSE - MAKING
SORT
ANALYZE
Which
How
Why
What if
JUDGMENT - FORMING
JUSTIFY
CRITIQUE
Why should
Why would
Why could
How should
How would
How could
CUE WORDS
SEQUENCE
ce
ce
Order
CLASSIFY
Sort
Group
Characteristics
Attributes
CLARIFY
Rephrase
What is meant by
COMPARE / CONTRAST
Similarities /
Differences
Alike / Different
PREDICT
Forecast
Hypothesize
Consequence
Effects
(How) might
INFER
Cause / Effect
Insight
(Why) might
CLOSED
OPEN
SUPPORTING
ESSENTIAL

Complex English: Breathing Underwater

☆ Breathing Underwater

Edit | 0 | 3

Here is a model of the assessment for your reference. I completed it based on Caitlin's experience as my case [[#|study]].

model of assessment for case study acti...
Details Download 21 KB

Petition for Protection Ex.pdf
Details Download 256 KB

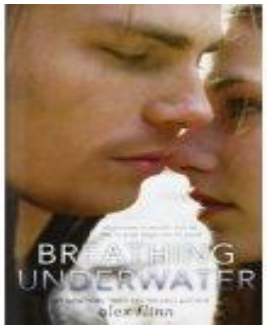
Protective Order Addendum Ex.pdf
Details Download 95 KB

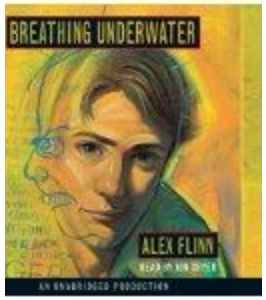
Provide models

Here is the assesment in document form. You can download it, rename it (your last name and case number) and save it to your Home H: drive. Then you can build your case study on this document, saving as you go.

assessment for case study activity .docx
Details Download 18 KB

Provide resources (less seek, more find)





Legal Resources	Action Plan Resources Link	Paperwork and Forms
Maryland Legal Code (click "I agree")		Maryland Legal Forms
Women's Law (name of site - has laws applying to all genders)		Other Legal Forms
Dictionary of Legal Terms		
Domestic Violence Data Resource Center (MD Page)		

Required with your paperwork is a completed legal form. This may manifest in multiple forms (restraining order, etc.).

Final Checklist:

1. Written Report - filled out assessment for case study
2. Completed Primary Source Analysis Tool(s) for applicable law(s)
3. Action plan based on advice/steps listed in Action Plan Resources
4. Paperwork - filled out applicable legal form(s) (from perspective of client)

Provide checklists

Tips for Success

- Start small – lesson hook or extension
- Choose a flexible teaching partner & communicate
- Solicit teacher and student feedback
- Incorporate manipulatives
- Experiment with no, low, and high tech
- Keep groups small: 2-3
- Couch it in lots of student talk
- Scaffold it & provide a task analysis or checklist
- Use magnifying glasses
- Richer resources = richer discussions
- Provide strong models
- Track the thinking
- Make it metacognitive
- Show teachers what's been done with others & rework it **OR** start fresh
- Evaluate student work for learning - revise as you go
- Embed analysis within instruction

How do you know they're learning?

- Articulate process, ideas, reactions
- Comment on the gap between their experience and the expectation
- Engage with issue and discuss thoughts & feelings about it
- Adopt a perspective
- Identify with characters
- Zoom in on details
- Hyperfocus
- Form relevant questions
- Connect ideas across formats
- Use supporting details appropriately
- Build their own comparisons: "It's like"
- Note pattern of errors and/or discoveries
- Apply skills to new sources (transfer)
- Reflect on content and process

Additional Resources

- Google Cultural Institutes

https://www.google.com/culturalinstitute/home

- Google Lit Trips

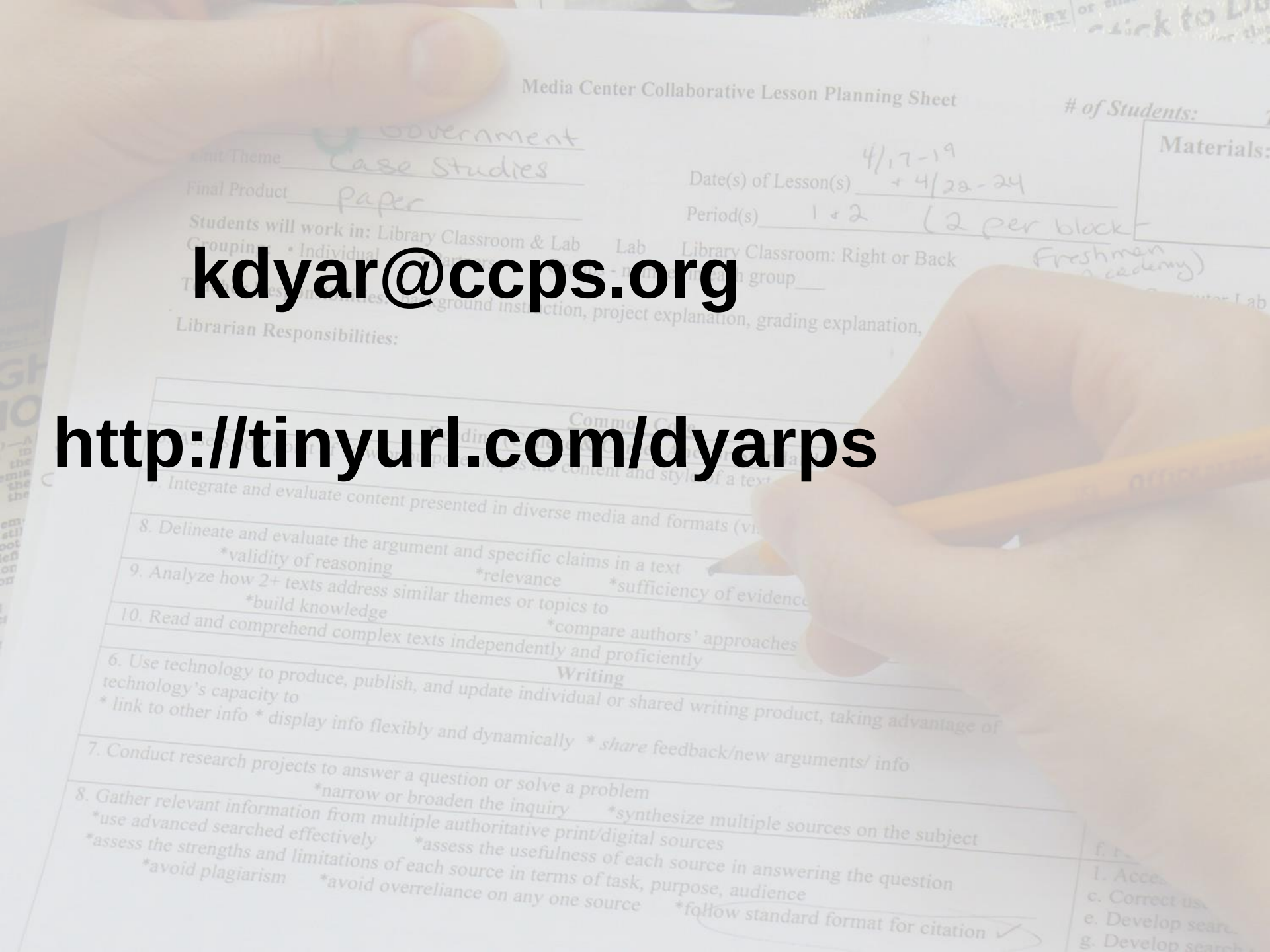
http://www.googlelittrips.com/GoogleLit/Home.html

- Jackdaws – Primary Source Sets

https://www.jackdaw.com/

- US Holocaust Memorial Museum – Center for the Prevention of Genocide

http://www.ushmm.org/confront-genocide


Media Center Collaborative Lesson Planning Sheet
# of Students:
Materials:
Unit Theme Government Case Studies
Final Product Paper
Date(s) of Lesson(s) 4/17-19 + 4/22-24
Period(s) 1 + 2 (2 per block)
Students will work in: Library Classroom & Lab
Library Classroom: Right or Back
Librarian Responsibilities:
kdyar@ccps.org
http://tinyurl.com/dyarps