



LESSONS LEARNED

HOSTING A VIRTUAL WORKSHOP

The Great Migration: Journey to the North by Eloise Greenfield Age Level: Upper Elementary	
	
Big Idea Question: How would moving affect someone's life?	
Strategy with simple directions <ul style="list-style-type: none">Start with reading the Great Migration Book. What were their hopes, dreams, challenges about moving?Read the two letters. How does this relate to the book? What information do the letters give us to help us understand why people moved?Use What Can I Discover worksheet to get students looking at primary source picture of the 2 photographs in Chicago, Illinois. What do they notice? How did their lives change by the move? How does this relate to the book?	Activity <ul style="list-style-type: none">Write a story about moving that includes challenges, hopes, and dreams. This can be real or fictional.

ABOUT THE WORKSHOP

The main goal of the workshop was to extend and apply the learning from Tom Bober's webinar, *Pairing Primary Sources and Picture Books* with the Library of Congress. Over a three week period, participants engaged in 3 one-hour sessions, chose a picture book and searched for primary sources to create a Book Kit.

3 HOURS OF PROFESSIONAL DEVELOPMENT



1 HOUR PRE-WEBINAR FROM LIBRARY OF CONGRESS -ASYNCHRONOUS-

1 HOUR LEARNING SESSION -SYNCHRONOUS-

1 HOUR REFLECTION SESSION -SYNCHRONOUS-

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KNOW YOUR AUDIENCE

Survey your audience to learn their current needs and wants, especially during uncertain times. When teachers identify the topics and hours they are willing to commit to at different times of the year, we can increase satisfaction and level of follow through.

KEEP IT SIMPLE

Integrate an existing webinar from the Library of Congress or from TPS members that is one-hour in length as a pre-activity for the synchronous event. This creates flexibility in participation.

Find a balance between the time you need and the time participants can give during remote teaching/learning times. Limit objectives and outcomes- consider depth over breadth.

OFFER ADDITIONAL SUPPORT

Offer an optional "Support Hour" as participants try to implement what they learned. Support time includes questions about searching for primary sources, choosing a primary source, and purpose of primary source integration.

OFFER AN INCENTIVE TO CREATE & IMPLEMENT

Add a civic or service opportunity, for example donating a Book Kit to an after school program. This appeals to participants who want to serve local communities or be civically engaged. Consider a small stipend or teaching materials which allows participants to feel valued for their time and commitment to create and implement an activity.