

LIBRARY OF CONGRESS
TEACHING WITH **PRIMARY SOURCES**
 Consortium Member

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Projected Date for Implementation: Spring/Summer 2020

Title of Activity	The New Deal and Its Legacies in West Virginia
Overview	West Virginia has historically been stereotyped as being a poor, rural, backwards, and uneducated state. This session will discuss these stereotypes in the context of New Deal assistance projects and the modern day implications that have occurred as a result.
Essential or Investigative Question	How did federal programs that focused on West Virginia impact the perception of the state and region?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 9-12 • Higher education <p>This activity is best suited for educators of the following content areas (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> • Social Studies/ Social Sciences
Time Required	3 hours
Goal	Using the New Deal in West Virginia lens, teachers will learn strategies for implementing primary sources in teaching.
Standards	<p>ISTE Standards for Educators: https://www.iste.org/standards/for-educators</p> <ul style="list-style-type: none"> • 1b.) Pursue professional interests by creating and actively participating in local and global networks. • 2c.) Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. • 3a.) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. • 5b.) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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, teaching s, etc.). • Access primary sources and teaching resources from loc.gov for instructional use. • Analyze primary sources in different formats.
Digital Resources	<ul style="list-style-type: none"> • Primary sources from loc.gov: <ul style="list-style-type: none"> ○ Section of Rosedale Mining Company. Shanties by the river. Scotts Run, West Virginia



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- September 1938
- Marion Post Wolcott
- <https://www.loc.gov/resource/fsa.8a39094/>
- **Primary sources from loc.gov:**
 - Coal miner and wife and children. He has been injured in mines four times. Since last year, has been refused work, now is on relief. Pursglove, Scotts Run, West Virginia
 - September 1938
 - Marion Post Wolcott
 - <https://www.loc.gov/resource/fsa.8c29841/>
- **Primary sources from loc.gov:**
 - Typical homestead. Arthurdale project, Reedsville, West Virginia
 - November 1936
 - Edwin Locke
 - <https://www.loc.gov/item/2017769074/>
- **Primary sources from loc.gov:**
 - Living room. Model house. Reedsville, West Virginia
 - 1934
 - Elmer Johnson
 - <https://www.loc.gov/item/2017759274/>
- **Primary sources from loc.gov:**
 - Children in new home on the Arthurdale project. Reedsville, West Virginia
 - 1935
 - Elmer Johnson
 - <https://www.loc.gov/resource/fsa.8b15250/>
- **Other resources:**
 - US Housing Authority in Huntington, West Virginia: site of WVA 4-1 - the before photo, "827 17th Street. The larger building has 13 rooms in which 15 persons reside. One of the 2 shacks accommodates 5 persons in 2 rooms. All are without any convenience."
 - <https://catalog.archives.gov/id/196096>
- **Other resources:**
 - Scott's Run, West Virginia. Employed miner's family - Sessa Hill - This picture was taken at the natural supper hour. The man is a mine mechanic who installed all kinds of machinery. At first he refused to be photographed and cursed us and the government and the coal operators as being entertained by his minery. As we talked to him he showed us six statements which he held in five different bankrupt mines on Scott's Run. He had not been paid his last pay in any bankruptcy.
 - <https://catalog.archives.gov/id/518391>
- **Other resources:**
 - Scott's Run, West Virginia. Employed bachelor at home in Sessa Hill - This scene is typical of hundreds of bachelors who belong to a group of immigrants whose family was separated by immigration restrictions. This man may, or may not, have a wife in another country.
 - <https://catalog.archives.gov/id/518389>
- **Other resources:**
 - A Better West Virginia

	<ul style="list-style-type: none"> ○ https://catalog.archives.gov/id/12321 • Other resources: <ul style="list-style-type: none"> ○ Address of the President at Arthurdale, West Virginia ○ https://catalog.archives.gov/id/197782 • Other resources: <ul style="list-style-type: none"> ○ The Appalachian Region ○ https://www.arc.gov/appalachian_region/MapofAppalachia.asp
Classroom Materials	<ul style="list-style-type: none"> • Computer (for presenter) • Projector and screen (for presenter) • Tablets or laptops (for participant, can be shared) • Physical copies of resources (for participants)
Preparation	<ul style="list-style-type: none"> • The presenter and participants should have a baseline knowledge about Arthurdale and Scott's Run, WV as well as the Works Progress Administration. Prior to the presentation, send links to the following short articles to read: <ul style="list-style-type: none"> ○ https://arthurdaleheritage.org/history/ ○ https://arthurdaleheritage.org/history/scotts-run/ ○ https://livingnewdeal.org/what-was-the-new-deal/ • Print physical copies of digital resources • Print LoC primary source analysis sheets for photographs and documents • Ensure arrangement of the room allows for small group work • Have links to digital resources/links prepared to be able to display them on screen for all participants
Procedure	<ol style="list-style-type: none"> 1.) Establish where Appalachia is by showing the Appalachian Regional Commission map, noting that West Virginia is the only state completely in Appalachia 2.) Split everyone into small groups to discuss the following questions: What are some common stereotypes and conceptions of West Virginia? Why do we think this way? Where might these perceptions have come from? Discuss the answers in a large group. 3.) Look at the evidence: introduce the resources and model the primary source analysis on one resource before distributing copies of other resources in the set and a copy of the primary source analysis tool appropriate to the resources to groups. 4.) Ask groups about their sources: What do these resources tell us about West Virginia during the New Deal? Can any of them be integrated into your teaching? Pull up relevant images as they are being discussed, providing additional historical context as needed to provide additional clarity. 5.) Introduce students to the source of the resources: the Library of Congress catalog. Provide a search tutorial and have participants explore the Library of Congress interface collectively by focusing on finding other related materials. 6.) Transition into a discussion of teacher support resources, exploring the loc.gov/teachers page and connecting example activities to activities we conducted today
Assessment/ Reflection	<p>Participants will be assessed with a focus on reflecting on the workshop's learning. The following will be asked orally and in a group: What did we do today? Why is that important? Will you change your practice in the future?</p>