Connecting Primary Sources with Historic Places

Educators with no foundational training in teaching inquiry with primary sources from the Library of Congress may wish to begin with the Inquiry with Primary Sources TPS micro-credential prior to completing this one.

Competency

Educator will be able to connect primary sources with a historic place, meet instructional goals, and increase student engagement with course content.

Key Method

Educator will create or revise a lesson that connects primary sources with a historic place to teach about an event, person, or landscape.

Method Components

Place-based Learning

With place-based learning, students use inquiry to study the built and natural environments that surround them while they also explore local culture, history, or people. As they build connections with a place, students understand how
places are connected to each other and how they can connect to them as learners.

Students who engage in place-based learning can develop and increase their communication and questioning skills when they use activities in the field. They can also remember things along the way. Engaging students and connecting them to a place within a topic of study can raise their level of critical thinking and learning. It can also provide them with context and a deeper understanding of an event, person, or environment being studied.

Primary Sources

Primary sources, as described by the Library of Congress, "are the raw materials of history — original documents and objects that were created at the time under study." They foster literacy and content knowledge and support the development of 21st-century skills, helping students communicate and collaborate and build capacity to solve problems in a constantly changing world.

Today, students and teachers have instant access to millions of digitized primary sources that represent human thought and achievement across time and geography. These primary sources can be used to foster inquiry in the classroom and help to provide a wider view of the past and insight into the present.

Connecting Primary Sources with Historic Places

Using primary sources to make connections to a historic place allows students to investigate, analyze, and synthesize information to critically examine broad and diverse themes in history. Connecting places to a topic, particularly when the places are local, can help students develop an understanding of the diverse narratives of the past that make up the history they study today.

Using primary sources that connect to a place requires educators to make purposeful pedagogical decisions that support learning goals, objectives, and assessment outcomes. By combining appropriate instructional approaches for using primary sources and place-based learning, educators can spark students’ interest while guiding them through analysis and inquiry towards higher levels of critical thinking.
Supporting Rationale and Research

Place-based Learning
https://creativematter.skidmore.edu/mals_stu_schol/92

Connolly, Faith. Integrating Place-based Education Into Classroom or Distance Learning During the COVID-19 Pandemic, November 5, 2020, REL Pacific.

https://www.researchgate.net/publication/320951628_Place-based_Learning_and_Change_of_Sense_of_Place_Educational_program_in_a_historic_town

https://www.nps.gov/articles/series.htm?id=30ADA7BE-DFB6-1ED7-96BD1830D99308B1

http://npshistory.com/newsletters/crm/crm-v16n2.pdf

https://promiseofplace.org/sites/default/files/2020-06/PEEC%2C%202010%20summary.pdf

Primary Sources
Beyond Typescript and Photographs: Using Primary Sources in Different Formats, TPS Journal, Vol. 4, No. 2, Fall 2011.

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Resources

Place-Based Learning
- Getting Started With Place-Based Education, Step-by-Step
- Place-Based Education: The Complete Guide
- Place-Based Learning: A Multifaceted Approach | Edutopia

Teaching with Historic Places
- Directory | NCSHPO
- Historic Places: Their Use as Teaching Tools | Perspectives on History | AHA
- National Register Database and Research - National Register of Historic Places (US National Park Service)
- Places | National Trust for Historic Preservation

Primary Sources
- Selecting Primary Sources: Criteria for Classroom Use

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.
Part 1. Overview

(250-500 words)

Please copy and paste the following contextual prompts and questions into a document and respond (250-500 words) to them without including any identifying information.

1. List the grade(s) and subject(s) that you teach, along with general information about your class composition. Describe how you and your school use primary sources in classroom learning.
2. Identify a historic place (local, state, or national) and explain its importance to you and the lessons you've learned.
3. Describe how you have used, or might use, historic places in your classroom instruction.
4. Identify a challenge you have encountered, or might encounter, using primary sources connected to a historic place and an idea for confronting that challenge.

Passing: Responses provide reasonable and accurate information that addresses current use of place, inquiry, primary sources, and formative assessment along with describing goals for completing this micro-credential.

Part 2. Artifacts

To earn this micro-credential, please submit the following four artifacts as evidence of your competency in this area. Please do not include any identifying information for you or your students.

Artifact 1: Historic Places Planner
Consider how you might revise a current lesson plan or create a new lesson that connects with a historic place to increase student engagement with course content about an event, person, or landscape. Use the Historic Places Planner to brainstorm ideas and make connections between your curriculum and historic places. Instructions for completing the planner are provided in the document.

(See rubric for specific requirements.)

Upload your completed Historic Places Planner.
Artifact 2: Primary Sources & Place Lesson Planner
Make a copy of the Primary Sources & Place Lesson Planner template. Think about the instructional goals primary sources can help you accomplish (see the Primary Sources section under the Supporting Research and Rationale and Resources section above) and how you might accomplish those as you identify 2-6 primary sources to include in your lesson plan. Instructions for completing the template are provided in the document.
(See rubric for specific requirements.)

Upload your completed Primary Source Collection.

Artifact 3: Primary Sources & Place Lesson Evidence
Choose one of the following options.

Option 1
Implement your lesson plan with students and submit 3-4 examples of student work with primary sources.

Option 2
If you aren’t able to implement the lesson with students, enlist two colleagues to help by completing a peer review of your completed Primary Sources & Place Lesson Planner. Provide each with a copy of this document and the Peer Review: Primary Sources & Place template. Be sure to point out specific areas where you’d like targeted feedback.
(See rubric for specific requirements.)

Combine each piece of evidence with one document for uploading.

Artifact 4: Primary Sources & Place Lesson Analysis
After reviewing student work or the peer reviews, download or make a copy of the Lesson Analysis: Primary Sources & Place. Next, use it to discuss what the process was like for you to teach or receive feedback and how you’ll modify your lesson plan as a result.
(See rubric for specific requirements.)

Upload your completed lesson analysis.
## Part 2. Rubric

<table>
<thead>
<tr>
<th>Artifact 1: Historic Places Planner</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
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<tbody>
<tr>
<td>Planner includes all of the following:</td>
<td>Planner includes most, but not all, of the following:</td>
<td>Planner includes some of the following:</td>
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<tr>
<td>- identification of three unit or three lesson topics</td>
<td>- identification of three unit or three lesson topics</td>
<td>- identification of three unit or three lesson topics</td>
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<tr>
<td>- identification of three historic places</td>
<td>- identification of three historic places</td>
<td>- identification of three historic places</td>
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</tr>
<tr>
<td>- notation of unit/lesson connections for each historic place identified</td>
<td>- notation of unit/lesson connections for each historic place identified</td>
<td>- notation of unit/lesson connections for each historic place identified</td>
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<tr>
<th>Artifact 2: Primary Sources &amp; Place Lesson Planner</th>
<th>Lesson planner includes all of the following:</th>
<th>Lesson planner includes most, but not all, of the following:</th>
<th>Lesson planner includes some of the following:</th>
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<tbody>
<tr>
<td>- primary source collection title</td>
<td>- primary source collection title</td>
<td>- primary source collection title</td>
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</tr>
<tr>
<td>- unit or lesson title</td>
<td>- unit or lesson title</td>
<td>- unit or lesson title</td>
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<tr>
<td>- listing of lesson standards or objectives</td>
<td>- listing of lesson standards or objectives</td>
<td>- listing of lesson standards or objectives</td>
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<tr>
<td>- 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source</td>
<td>- 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source</td>
<td>- 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source</td>
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<tr>
<td>- Source titles</td>
<td>- Source titles</td>
<td>- Source titles</td>
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<tr>
<td>Artifaction 3: Primary Sources &amp; Place Lesson Evidence</td>
<td>Activity evidence includes either of the following:</td>
<td>Activity evidence includes either of the following:</td>
<td>Activity evidence includes either of the following:</td>
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<tr>
<td>- 3-4 examples of student work with primary sources</td>
<td>- 2-3 examples of student work with primary sources</td>
<td>- 1-2 examples of student work with primary source or sources</td>
<td></td>
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<tr>
<td>- 2 completed peer reviews</td>
<td>- 1 completed peer review</td>
<td>- 1 completed peer review</td>
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|                                                       |                                                  |                                                  | http://creativecommons.org/licenses/by-nc-nd/4.0/  
|                                                       |                                                  |                                                  | Teaching with Primary Sources  
<p>|                                                       |                                                  |                                                  | Last Revised on Apr 24, 2022 |</p>
<table>
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<tr>
<th>Artifact 4: Primary Sources &amp; Place Lesson Analysis</th>
<th>Lesson analysis contains examples of all of the following:</th>
<th>Lesson analysis contains examples of most, but not all, of the following:</th>
<th>Lesson analysis contains examples of some of the following:</th>
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<td></td>
<td>● function of historic place and connected primary sources given instructional goals</td>
<td>● function of historic place and connected primary sources given instructional goals</td>
<td>● function of historic place and connected primary sources given instructional goals</td>
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<td>● impact of historic place and primary sources on student engagement with course content</td>
<td>● impact of historic place and primary sources on student engagement with course content</td>
<td>● impact of historic place and primary sources on student engagement with course content</td>
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<td>● key takeaways from student work or peer feedback</td>
<td>● key takeaways from student work or peer feedback</td>
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</tr>
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<td></td>
<td>● changes or adjustments for the future</td>
<td>● changes or adjustments for the future</td>
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Part 3. Reflection

(300-600 Words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

Please copy and paste the following reflective questions and prompts into a document and respond (300-600 words) to them without including any identifying information.

1. How has focusing on a place informed your thinking about the use of historic places in the classroom?
2. How has this learning experience changed your thinking about integrating primary sources into classroom instruction?
3. Write a blurb for a classroom newsletter that informs parents about the highlights of this lesson, either before or after implementation.
4. Write a brief email to an administrator that highlights the value of connecting primary source learning with historic places to enhance student engagement with course content.

Passing: Reflection provides evidence that this micro-credential has had a positive impact on both educator practice and student success. It also points to specific actionable steps regarding how the educator will continue to build on this competency.
Credits
This micro-credential was developed with content and expertise from Citizen U as part of the Barat Education Foundation Library of Congress TPS program grant and in collaboration with the TPS Western Region and the Metropolitan State University of Denver.