Pairing Primary Sources with Historical Picture Books

*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 TP**S micro-credential prior to completing this one.*

Competency

> Educator uses an inquiry approach to learning that incorporates primary sources and a historical picture book.

Key Method

> Educators develop and analyze an inquiry-based lesson that pairs a historical picture book with a curated set of related primary sources.

Method Components

> ### Historical Fiction vs. Historical Nonfiction Texts
>
> Historical fiction and historical nonfiction have several similarities. They also have significant differences that may inform educators as they decide which text to use in student learning. Historical fiction and nonfiction texts can appear different formats: picture book, chapter book, novel, graphic novel, and more. The reader's

age, reading ability, preferred reading format, and the time available to interact with the text are some factors to consider in making a decision about text format.

Common to both historical fiction and nonfiction text is a setting that takes place in a recognizable past. Books may have a central historical event that they are connected to or may be set in a general time period. Text structure may be similar or different. Historical fiction is typically told in a narrative text structure. Historical nonfiction text may also use a narrative text structure with a story arc, resolved conflict, and the main character(s) as a focus of the story. Nonfiction may also use an expository structure that can vary widely but will lack storytelling elements found in a narrative structure. Historical fiction picture books contain illustrations. Historically-based nonfiction picture books often contain illustrations but may have photographs. Most importantly, while historical fiction and nonfiction may contain recognizable historical figures and events, historical fiction also contains characters, actions, or dialogue that are fictionalized.

Deciding whether to incorporate historical fiction or nonfiction into learning may be determined by multiple factors, including

- The ability to fabricate a compelling story based on a historical event or time period may make historical fiction appealing and engaging to student readers
- Historical fiction may encourage emotional engagement to a historical event
- Historical fiction may be used to incorporate language arts and history learning objectives into one lesson
- While historical nonfiction can have a perspective, it also contains facts and does not fabricate information
- If studying a historical figure, an educator may choose historical nonfiction to learn more about them
- Narrative nonfiction can be engaging, emotionally charged, and factually accurate

Pairing Primary Sources with Historical Picture Books

The Library of Congress defines primary sources as "the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place."

How students understand a story is partially dependent on their ability to understand and picture the moment. Compelling primary sources further help students contextualize elements of a story to better understand and relate to it. On the flip side, historical fiction and nonfiction picture books can increase students' understanding of related primary sources. The story within a primary source can humanize a topic that may feel more distant when students interact with an artifact from long ago. How students understand a moment in time can then be enhanced by clarifying where that moment fits into a bigger event. When paired together, primary sources and historical picture books provide learners opportunities to explore and create meaning around small moments in time and bigger events.

As students mature in their ability to interact with historical picture books and primary sources, other benefits may come from combining the two in a learning experience. Instead of connecting readers directly to the story, historical elements can connect them to the author or the time period depicted in the story.

Interacting with Primary Sources

Interacting with a primary source is as important as intentionally reading literature. Teaching students specific analysis strategies and modeling them in the classroom can help assist students to develop the habits of historical thinking when working with these types of sources.

Teacher Framing the Primary Source: Students benefit when they know the reason for analyzing a primary source. That purpose may be connected to a portion of a related historical picture book. This framework does not provide an exact path

with correct or incorrect responses, but it does direct and give purpose to students' analysis.

Students Work within the Framework to Analyze a Source: Students' work is guided by the teacher framework. The purpose, along with an analysis strategy, determines how students will interact with the source. Structuring collaboration by running a whole-class primary source analysis or, for students who are more familiar with an analysis method, inviting pairs or small groups to analyze a source, will help all students during their analysis. Reminding students of what they learned from previous instruction will also help them through the analysis process.

Student Understanding is Connected to Other Learning: Students may take away both new understanding and questions from a primary source analysis. Exposing students to other learning gives them an opportunity to connect it to new material and encourages them to explore questions. The story in a historical picture book or its back matter can be a resource for these connections.

Pairing children's literature with primary sources has multiple entry points, heightens student engagement, and helps students construct meaning around the story and source. Most importantly, the dual focus on traditional literacy and historical literacy centers around students engaging with a text and related historical sources to build a connection between the two.

Supporting Rationale and Research

Picture Books

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Stewart, Melissa. *5 Kinds of Nonfiction, Enriching Reading and Writing Instruction with Children's Books*, Stenhouse Publishers, 2021. Publisher's preview: https://www.stenhouse.com/content/5-kinds-nonfiction

Wadham, R.L., Garrett, A.P., & Garrett, E.N. Historical Fiction Picture Books: The Tensions Between Genre and Format, *Journal of Culture and Values in Education,* Vol. 2, Issue 2, pp. 57-72, 2019. https://www.learntechlib.org/p/210581/article_210581.pdf

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Primary Sources

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Berson, Ilene R. and Michael J. Developing Multiple Literacies of Young Learners with Digital Primary Sources*,* Chapter 4, Digital Social Studies. Google Books preview: https://books.google.com/books?id=feC2AgAAQBAJ&pg=PA45&dq=Developing+

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Pairing Primary Sources with Picture Books

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Resources

Picture Books
Best non-fiction picture books

Historical Fiction Picture Books Shelf

Teaching with Primary Sources
Last Revised on Apr 24, 2022

[NCTE Orbis Pictus Award Outstanding Nonfiction for Children 2015 to Present](#)

[Picture Book Biography Books](#)

Primary Sources

[Free to Use and Reuse Sets | Library of Congress](#)

[Library of Congress Primary Source Sets](#)

[Primary Source Analysis Tool](#)

[Selecting Primary Sources: Criteria for Classroom Use](#)

[Special Collections](#)

[Theme-based Resources - Citizen U Primary Source Nexus](#)

[Topics Arranged by Subject from Topics in Chronicling America (Newspaper and Current Periodical Reading Room, Serial and Government Publications Division, Library of Congress)](#)

Pairing Primary Sources with Picture Books

[Pairing Primary Sources & Picture Books](#) and webinar recording [Pairing Primary Sources and Picture Books | Library of Congress](#)

[Picture Books & Primary Sources Blog Posts, *KnowledgeQuest*](#)

🔲 Teaching Strategies to Blend Primary Sources w Picture Books

[Why Pair Picture Books and Primary Sources in Student Research, Primary Source Podcast, Season 1, Episode 12, April 6, 2021.](#)

Submission Guidelines & Evaluation Criteria

To earn this 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

(300-600 words)

Please copy and paste the following contextual prompts and questions into a document and respond to them without including any identifying information.

1. Describe your school's approach to using primary sources in student learning. Include descriptions of the following in your response:

   - students' understandings of what makes an item a primary source

   - how students typically interact with primary sources

   - how other learning connects with interactions with primary sources

2. Explain how historical literature, specifically historical picture books, are used to support student learning. If they are not used, reflect on your perception of and experience with historical picture books. Then discuss how changes in the use of these resources could positively impact student learning.

3. Think about the grades, subjects, and overarching units that you teach. Identify content areas where pairing primary sources with a historical picture book may have a positive impact on student learning. Then respond to the following questions:

   - What would be the focus of the book?

   - What type(s) of primary sources may be engaging to students?

4. Reflect on your familiarity with the online primary source repositories listed below, then answer the questions that follow.

   Library of Congress Digital Collections

[Chronicling America Historic Newspaper pages](#)

[American Archive of Public Broadcasting](#)

- What do you know about the online repositories above? If you are unfamiliar with one or more, what does a short exploration of each reveal?
- What human resources can support you in exploring these repositories?

Passing: Responses provide reasonable and accurate information that address the use of primary sources and inquiry learning. Responses should also include challenges to tackle, and areas of instruction that could be enhanced through inquiry-based learning with primary sources. All questions are addressed fully.

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: Selecting the Historical Picture Book & the Primary Sources
Select a historical picture book to pair with primary sources. Provide a summary of the book that includes the time period, scenes, and characters as well as any items that may lead to related primary sources.

Curate a set of 3-6 primary sources connected to elements of the picture book. Provide links to the digitized primary sources. For each source, provide a one-sentence description of the item and a one-sentence description of how and where the item connects to the story in the picture book.

(See rubric for specific requirements.)

Upload your completed lesson planning document.

Artifact 2: Pairing Primary Sources with a Historical Picture Book Lesson Plan

Create a lesson focused on student interaction with and learning from the selected historical picture book and curated primary source set.
The lesson plan must include:

- Evidence that both the picture book and primary sources are essential to student learning objectives

- An analysis method to guide students' interactions with the selected primary sources

- Pacing to show how the interplay between the primary sources and the picture book provides a unique learning experience compared to only using either a set of primary sources or only a picture book

- Collaborative opportunities for students to share their thinking

- Formative assessment to determine students' understanding of the topic at a point within the lesson

(See rubric for specific requirements.)

Upload your Pairing Primary Sources with a Historical Picture Book Lesson Plan.

Artifact 3: Pairing Primary Sources with a Historical Picture Book Lesson Evidence

Option 1
Implement your lesson plan with your students and submit 4-6 examples of student work from one or more stages of the lesson. To be most effective for reflection, student work should show evidence of interactions with both the selected historical picture book and at least one primary source.

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 lesson plan. Provide each colleague with a copy of both your lesson plan and the Peer Review: Primary Sources with a template. Be sure to point out any specific areas where you'd like them to provide targeted feedback.

(See rubric for specific requirements.)

Combine each piece of evidence into one document for uploading.

NOTE: To submit handwritten student work or completed peer reviews, use your cell phone (if possible) to take photos of each piece of evidence and insert the files into a single document.

Artifact 4: Pairing Primary Sources with a Historical Picture Book Lesson Analysis

After reviewing student work or the peer reviews, download or make a copy of the [Lesson Analysis: Pairing Primary Sources with a Historical Picture Book template. 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

	Proficient	**Basic**	**Developing**
Artifact 1: Selecting the Historical Picture Book & the Primary Sources	Historical picture book summary (100-200 words) contains all of the following: ● book title ● book author(s) ● the time period, scenes, and characters Primary source set contains all of the following:	Historical picture book summary (100-200 words) contains most of the following: ● book title ● book author (s) ● the time period, scenes, and characters Primary source set contains all of the following:	Historical picture book summary is less than 100 words and contains some of the following: ● book title ● book author(s) ● the time period, scenes, and characters Primary source set contains all of the following:

	• 3-6 primary sources • one-sentence description of each source • a one-sentence description of how and where each connects to the story in the picture book	• 3-6 primary sources • a one-sentence description of each source • a one-sentence description of how and where each connects to the story in the picture book	• 3-6 primary sources • a one-sentence description of each source • a one-sentence description of how and where each connects to the story in the picture book
Artifact 2: Pairing Primary Sources with a Historical Picture Book Lesson Plan	Lesson plan contains all of the following: • evidence that both the picture book and primary sources are essential to student learning objectives • analysis method to guide students' interactions with the selected primary sources • pacing to show how the interplay between the	Lesson plan contains most, but not all, of the following: • evidence that both the picture book and primary sources are essential to student learning objectives • analysis method to guide students' interactions with the selected	Lesson plan contains some of the following: • evidence that both the picture book and primary sources are essential to student learning objectives • analysis method to guide students' interactions with the selected

	primary sources and the picture book provides a unique learning experience compared to only using either a set of primary sources or only a picture book ● collaborative opportunities for students to share their thinking ● a formative assessment to determine students' understanding of the topic at a point within the lesson	primary sources ● pacing to show how the interplay between the primary sources and the picture book provides a unique learning experience compared to only using either a set of primary sources or only a picture book ● collaborative opportunities for students to share their thinking ● a formative assessment to determine students' understanding of the topic at a point	primary sources ● pacing to show how the interplay between the primary sources and the picture book provides a unique learning experience compared to only using either a set of primary sources or only a picture book ● collaborative opportunities for students to share their thinking ● a formative assessment to determine students' understanding of the topic at a point

		within the lesson	within the lesson
Artifact 3: Pairing Primary Sources with a Historical Picture Book Lesson Evidence	Lesson evidence contains the following: ● Option 1: 4-6 examples of student work from one or more stages of the lesson that show evidence of interactions with both the selected historical picture book and at least one primary source ● Option 2: 2 completed peer reviews	Lesson evidence contains the following: ● Option 1: 3-4 examples of student work from one or more stages of the lesson that show evidence of interactions with both the selected historical picture book and at least one primary source ● Option 2: 1 completed peer review	Lesson evidence contains the following: ● Option 1: 1-2 examples of student work from one or more stages of the lesson that show evidence of interactions with both the selected historical picture book and at least one primary source ● Option 2: 1 partially completed peer review

Artifact 4: Pairing Primary Sources with a Historical Picture Book Lesson Analysis	Lesson analysis contains examples of all of the following: ● function and impact of selected primary sources ● interplay of student work with historical picture book and with the primary sources ● key takeaways from student work or peer feedback ● changes or adjustments for the future	Lesson analysis contains examples of most of the following: ● function and impact of selected primary sources ● interplay of student work with historical picture book and with the primary sources ● key takeaways from student work or peer feedback ● changes or adjustments for the future	Lesson analysis contains examples of some of the following: ● function and impact of selected primary sources ● interplay of student work with historical picture book and with the primary sources ● key takeaways from student work or peer feedback ● changes or adjustments for the future

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 copy and paste the following reflective prompts and questions into a document and respond to them without including any identifying information.

1. How was this use of pairing primary sources with a historical picture book different from other instruction you have done with both in the past? What is your perception of using these resources in the future?
2. Looking forward, what is another area of the curriculum where pairing primary sources and a historical picture book could positively impact student learning? What benefits and challenges do you anticipate?
3. How could your experiences convince others to pair primary sources and picture books for student learning? Write an email to a supervisor to share your experience and describe the benefits colleagues will also gain when they implement similar lessons in their classrooms.

Passing: Reflection provides evidence that this micro-credential has had a positive impact on both educator practice and student success. It should also provide specific actionable steps that show how the educator will continue to build on this competency, and steps to advocate for the efficacy and value of using an inquiry approach and pairing primary sources with a historical picture book.

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.

Citizen U®

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TEACHING WITH PRIMARY SOURCES
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