

# Using Online Resources to Bring Primary Sources to the Classroom™ Online

## Course Description

To understand how digital primary source archives can enhance student learning, participants will use online resources to access and analyze primary sources, think critically about classroom applications, and develop authentic, engaging learning experiences for students. This course introduces a selection of online resources that provides access to primary sources, teaches how to navigate the sites, and shows how to locate appropriate resources. Practical and thought-provoking evaluation techniques help participants analyze primary sources that enrich instructional practices and classroom activities.

## Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Differentiate between primary and secondary sources.
2. Identify and navigate online resources to find primary sources.
3. Evaluate the benefits of using primary sources in the classroom.
4. Develop critical-thinking skills.
5. Analyze primary sources by using the Scan Examine Analyze (SEA) method and NARA worksheets.
6. Compare and contrast primary sources from different media.
7. Describe uses of primary sources in the classroom.
8. Apply a selection process to choose appropriate primary sources for the classroom.
9. Develop a lesson plan for students who are using online primary sources.
10. Examine methods of teaching critical-thinking skills to students who are using primary sources.
11. Use read/write Web technology to share online classroom primary source projects.
12. Organize a local history project incorporating techniques learned from the course.
13. Use primary sources to engage community members and encourage interaction between students and community members.
14. Collaborate with other participants to develop and improve classroom activities.
15. Address needs of students with various learning styles.
16. Create assessment tools to evaluate projects that use primary sources.
17. Outline the copyright and fair-use guidelines that govern the use of primary sources in the classroom.

## Required Text

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

<b>Topical Outline</b>	<b>List of Concepts</b>
<b>Introduction to Primary Sources</b>	Defining a primary source; identifying differences between primary and secondary sources; analyzing examples of sources; identifying reasons to use primary sources examining copyright and fair use
<b>Finding and Analyzing Primary Sources</b>	Finding primary sources; using search techniques; defining the SEA method; applying the SEA method; using National Archive and Records Administration (NARA) worksheets
<b>Analyzing Documents, Data, and Cartoons</b>	Analyzing documents; identifying questions to ask when analyzing documents; analyzing political cartoons; creating a planning lesson for peer evaluation
<b>Analyzing Photographs and Posters</b>	Analyzing two photographs; using a KWL chart to analyze photographs; identifying questions to ask when analyzing photographs; identifying online resources for photographs; analyzing posters; examining influence of historical background on analysis
<b>Analyzing Sound Recordings and Sheet Music</b>	Analyzing sound recordings; identifying questions to ask when analyzing audio; identifying online resources for audio; analyzing sheet music; identifying online resources for sheet music
<b>Analyzing Video and Maps</b>	Analyzing video; identifying questions to ask when analyzing video; identifying online resources for video; analyzing maps; identifying questions to ask when analyzing maps
<b>In the Classroom</b>	Selecting appropriate primary sources; teaching critical-thinking skills; assessing primary source projects; adapting for different learning styles
<b>Out of the Classroom</b>	Sharing technology; using blogs to interact and share; presenting local history projects; giving peer feedback

## Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 905 points.

Modules	Topics of Modules	Points	Correlation With Course Outcomes
Module 1:	Introduction to Primary Sources	72	1, 2, 3, 17
Module 2:	Finding and Analyzing Primary Sources	78	2, 5, 7, 14
Module 3:	Analyzing Documents, Data, and Cartoons	143	2, 3, 4, 5, 7, 8, 9, 10, 12, 14
Module 4:	Analyzing Photographs and Posters	129	2, 3, 4, 5, 7, 8, 9, 10, 12, 14
Module 5:	Analyzing Sound Recordings and Sheet Music	109	2, 3, 4, 5, 7, 8, 9, 10, 12, 14
Module 6:	Analyzing Video and Maps	144	2, 3, 4, 5, 7, 8, 9, 10, 12, 14
Module 7:	In the Classroom	102	3, 4, 5, 7, 8, 9, 10, 14, 15, 16
Module 8:	Out of the Classroom	128	3, 4, 5, 7, 11, 12, 13, 14
		<b>Total</b>	<b>905</b>

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

### Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

### Grading Scale

The course facilitator will post the grading scale.

### Performance Learning Systems' Late Policy

The grade for late work drops 10 percent each day the work is late. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before

leaving; replies may be completed according to agreed-upon timing when the participant returns.

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

#### **Performance Learning Systems' Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

#### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- **Plagiarism:** the use of another's ideas, data, or words without proper acknowledgment.
- **Fabrication:** the use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion:** improper collaboration with another in preparing assignments or projects.
- **Cheating:** an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- **Academic Misconduct:** tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

#### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	3, 5, 7, 8, 9, 10
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3, 8, 10, 15
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	15
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	7, 9, 10
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	5, 6, 10, 14
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	3, 5, 7, 8, 9, 10, 11, 12, 13, 14
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	7, 10, 15
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	4, 14
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	11, 12, 13, 14

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	<b>15</b>
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	<b>15</b>
NBCTs understand how students develop and learn.	<b>8, 10</b>
They respect the cultural and family differences students bring to their classroom.	<b>13</b>
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	
NBCTs are also concerned with the development of character and civic responsibility.	<b>17</b>
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	<b>7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	<b>8, 9, 14, 15, 16</b>
They are able to use diverse instructional strategies to teach for understanding.	<b>7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	<b>7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	<b>7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
NBCTs know how to assess the progress of individual students as well as the class as a whole.	<b>16</b>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	<b>12, 13, 16</b>
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	<b>4, 12, 14</b>
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	<b>3, 7, 11, 17</b>
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	<b>14</b>

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>14</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>12, 13</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>14</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>12, 13</b>

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