Westfield State University
Center for Teacher Education and Research

1 Graduate Credit in History

Course Title: Civic Engagement through Interdisciplinary Local History

Library of Congress Teaching with Primary Sources Program at the Collaborative for Educational Services (CES)

Course Meetings:
2 in person meetings, 2 virtual meetings, independent reading and work.

	In Person or Virtual	**Date**	**Time**	**Topics**
	Prework	Before first class meeting	1-2 hours	
1	**In Person Session** @ Collaborative for Educational Services	February 18, Wednesday	9am–4pm	Introduction to primary sources, related classroom activities, various interdisciplinary aspects of local history, local history resources
	Independent work between sessions estimated at 5–7 hours (spent on: Reviewing course readings, doing research on local history, finding appropriate primary sources, preparing ideas for supported work session)			Research primary sources and work on project
2	**Virtual Session**	2 options, TBD	6–8pm	Supported work session
	Independent work between sessions estimated at 3–5 hours (spent on: Continued research as necessary, planning project and editing of draft project for tuning protocol)			Complete draft project
3	**Virtual Session**	2 options, TBD	6–8pm	Tuning protocol feedback session
	Independent work between sessions estimated at 1–3 hours (spent on: project revisions as necessary based on			Revise project

	tuning protocol feedback, compilation of materials for student use, preparation for presentation during last class meeting)			
4	**In Person Session** Location TBD	Date TBD by group in late April	2 hours, time TBD	Sharing and celebrating final projects, course evaluations

Instructor: Catherine Glennon, Mohawk Trail Regional High School and Library of Congress Teaching with Primary Sources Program at CES

    Hours: Set virtual appointment by email
    Phone: (413) 530-3593, catherinepglennon@gmail.com

Course Description:

Civic engagement is often framed entirely around government and voting, but in reality it is a much broader and deeper topic involving many more areas of people's lives. In this course, teachers will consider a variety of ways that citizens, especially younger ones, can interact within their communities by learning more about the places they call home. The course will focus on planning and/or modifying classroom activities to include a lens on local history, by centering regional stories and using resources from the Library of Congress to complement and contextualize what can be found in local archives and repositories. The goal of these projects is to build connections to the local community while satisfying the skill and content requirements of courses at any grade level, in various subjects, or even in an interdisciplinary way. This course uses examples from a rural Massachusetts school district to illustrate a variety of approaches to this type of project. Participating teachers will be challenged to explore ways to connect students with local history and build deeper community roots as they integrate these projects into their curriculum.

Objectives:

Learning Outcomes:
By the end of the course, participants will:
- Deepen knowledge and capability to conduct research on local history and local government, including accessing primary sources from local archives.
- Develop a key question that can be addressed through appropriate primary and secondary sources, and pertinent tools of analysis.
- Demonstrate understanding of historical thinking, through application of the complete inquiry cycle of learning: making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions.
- Find, access, analyze, and effectively use primary sources, including selecting

primary sources, and other sources, and in-class assessment appropriate to specific student content and skills objectives for content area frameworks.
● Explore and practice strategies and tools to analyze and write about primary sources.
● Apply scholarship, relevant local history and engaging primary sources to develop inquiry-based project plans that directly address key concepts across the curriculum.

Outcomes Linked to Assessment:

Outcome	Assessment Tool
In Person Meeting #1 ● Demonstrate knowledge of Massachusetts and local history, including local aspects of national and international events. ● Become familiar with resources for finding Primary Source documents about local history ● Introduction to and practice of several activities with primary documents	● Completion of local history & community inventories ● Find local connections to subject/grade level curriculum ● Introduction to work with primary sources ● Practice of several inquiry activities with primary sources ● Search the Library of Congress for local resources

Meeting 2:
● Demonstrate understanding of historical thinking. Find, access, analyze, and effectively use primary sources.
● Navigate the Library of Congress online resources, including finding and appropriately sourcing primary sources.
	● Design an inquiry-based project that includes primary sources related to local history and addresses a significant question of history through analysis of a set of highly relevant primary and secondary sources.
	● Apply principles of historical thinking and inquiry, and effectively incorporate primary sources and analysis into the plan for an inquiry-based research project.
	  ○ Feature a key historical question that can be addressed through the primary and secondary sources in the project.
	  ○ Incorporate a text set of at least 3-5 primary sources (including sources from the Library of Congress), and pertinent tools of analysis.

Meeting 3: ● Demonstrate a commitment to thorough work on project-based	● Participate actively in class discussion, research, and activities.

learning with primary sources.	
Meeting 4: ● Demonstrate a commitment to thorough work on project-based learning with primary sources.	● Design an inquiry-based project that includes primary sources related to local history and addresses a significant question of history through analysis of a set of highly relevant primary and secondary sources.

Instructional Strategies:

_x_	Lecture	__	Data Collection and Analysis
_x_	Discussion/Questioning	__	Pre-Practicum
___	Laboratory	__	Role Playing/Simulation
_x_	Problem Finding/Solving	_x_	Independent Learning
_x_	Discovery/Inquiry	__	Field Trips
_	Interviewing	_x_	Computer Applications
_x_	Collaborative Learning Groups	_x_	View/Listen Followed by Discuss
_x_	Reflective Responses		
_	Creating Visual Illustrations of Concepts	__	Other_____

Technology Initiatives:

Participants will utilize technology as:
_x__   a research tool
_x__   an instructional tool
_x__   a communication method (email/online forum)
_x__   an enhancement tool for the design of lessons and curriculum units

Prerequisites:

● Familiarity with Massachusetts Curriculum Frameworks in participant's own subject area
● Basic familiarity with Google Docs: login, open and name folders; upload, edit, name, and download documents.

REQUIRED TEXTS

Pre-Assignments – Due on or before the initial course meeting on February 18, 2024.
1. Review and come prepared with a physical or electronic copy of your subject area standards. We'll use these to find connections to local history topics of interest for your work in this course.
2. Complete [Pre-Course Survey](#)
3. Choose one of these readings to complete before the first class meeting.
    ● Stripling, B. "Teaching Inquiry with Primary Sources." In TPS Quarterly. Summer, 2009.

https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/inquiry-learning.pdf
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice.* 5(3), 36-45.
  📄 Inquiry Teaching Woyshner.pdf
- Brugar, K. (2023). Everything is L.O.C.A.L. Making Curricular Connections with History Close to Home. Social Studies and the Young Learner. 36(2), 17-21.
  📄 Everything Is L.O.C.A.L.! Brugar.pdf

Historical Content Reading
(Used as necessary during class meetings and for research)
- McLain, Guy. (1992). Pioneer Valley: A Pictorial History. Connecticut Valley Historical Museum. The Donning Company. Virginia Beach, Virginia. Pages 7, 11-145. Print. http://emergingamerica.org/resource/pioneer-valley-illustrated-history/

Readings on Historical Thinking, Curriculum, Standards, and Pedagogy
(To identify connections in specific curriculum areas)
- *Massachusetts Curriculum Framework for English Language Arts and Literacy: (Grades Pre-Kindergarten to 12) - Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Massachusetts Department of Elementary and Secondary Education, March, 2011. http://www.doe.mass.edu/frameworks/ela/0311.pdf
- *Massachusetts History and Social Science Curriculum Framework*. Massachusetts Department of Elementary and Secondary Education, 2018. http://www.doe.mass.edu/candi/StandardsReview/hss.html
- *College, Career and Civic Life (C3) Framework for Social Studies State Standards*. National Council for the Social Studies, 2013. http://www.socialstudies.org/c3

Resources on doing local history work
- Buckley, Kerry, Ed. *A Place Called Paradise: Culture and Community in Northampton, Massachusetts, 1654-2004*. Historic Northampton, in association with University of Massachusetts Press, 2004. Amherst & Boston. Print.
- Doing History - Local history project. http://www.flowofhistory.org/
- Teaching Tools for Local History. Massachusetts Studies Project. http://www.msp.umb.edu/LocHistoryTemplates/
- Teaching with Historic Places - National Park Service https://www.nps.gov/subjects/teachingwithhistoricplaces/index.htm
- Schneider, Jack. "Resources for Teaching Local History" National History Education Clearinghouse. http://teachinghistory.org/teaching-materials/ask-a-master-teacher/25208

Local History Archives - Western Massachusetts
- Teaching Tools for Local History. Massachusetts Studies Project. https://www.msp.umb.edu/LocHistoryTemplates/

COURSE REQUIREMENTS

To clearly demonstrate the capacity to apply what is learned in the course, candidates must:

Complete Pre-Assignments – Due on or before the initial course meeting on February 18, 2024.
1. Review and come prepared with a physical or electronic copy of your subject area standards. We'll use these to find connections to local history topics of interest for your work in this course.
2. Complete Pre-Course Survey
3. Choose one of these readings to complete before the first class meeting.
   - Stripling, B. "Teaching Inquiry with Primary Sources." In TPS Quarterly. Summer, 2009. https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/inquiry-learning.pdf
   - Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice.* 5(3), 36-45. 📕 Inquiry Teaching Woyshner.pdf
   - Brugar, K. (2023). Everything is L.O.C.A.L. Making Curricular Connections with History Close to Home. Social Studies and the Young Learner. 36(2), 17-21. 📕 Everything Is L.O.C.A.L.! Brugar.pdf

Complete COURSE ASSIGNMENTS in a timely manner.
1. Attend and participate fully in both face-to-face sessions.
2. Complete research and draft plan in time for virtual work session and tuning protocol feedback session. Participate fully in both virtual sessions.
3. Research and complete Interdisciplinary Local History Connection
4. Research and complete text set / primary source set, with at least four (4) sources from the Library of Congress and/or other local sources
5. Create or modify a lesson, unit or classroom activity to incorporate inquiry-based uses of primary sources focusing on local history in the format provided. (See rubric.)

This is a project-based and highly interactive course. Late work would seriously detract from the experiences of fellow candidates. Therefore all assignments must be on time. Should an emergency arise, email the instructor catherinepglennon@gmail.com to propose a plan to make up work. See due dates in topical outline below.

As a graduate level course for practicing professionals, completed assignments must be rooted in relevant theory and significant experience. A high level of critical thinking, analysis, and synthesis of course and any external material is essential. All assignments must be professionally prepared and presented (e.g. word-processed with no spelling or mechanical errors, with proper citations in APA style for all sources, including URLs for online primary sources). Plagiarism – passing off the work of others or generative AI as though it were your own – is strictly forbidden.

Grading Criteria	Percent of Grade
Pre-course reading and input.	5%
Attendance & active participation.	20%
Text set / primary source set.	20%
Interdisciplinary Local History Connection	20%
Written inquiry-based local history project plan, using primary sources from Library of Congress and local archive(s).	35%

Evaluation/Grading:
  A 95-100, **A-** 89-94, **B+** 85-88, **B** 80-84, **F** 0-79

ATTENDANCE POLICY
Attendance **is required for all sessions** of the course, both in-person and virtual.
The community of learners in this course is an integral part of the experience. Your peers will provide useful experience, knowledge and feedback in all course sessions, and everyone needs to be in attendance for this to occur.

ACADEMIC HONESTY
Please go to the following link
(http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/) and become familiar with the Westfield State University Academic Honesty Policy. **This is YOUR RESPONSIBILITY.**

Course Schedule/Outline

Pre-Assignments – Due on or before the initial course meeting on February 18, 2024.
1. Review and come prepared with a physical or electronic copy of your subject area standards. We'll use these to find connections to local history topics of interest for your work in this course.
2. Complete Pre-Course Survey
3. Choose one of these readings to complete before the first class meeting.

Library of Congress Teaching with Primary Sources (TPS)
Lesson Plan Guidelines

- Stripling, B. "Teaching Inquiry with Primary Sources." In TPS Quarterly. Summer, 2009. https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/inquiry-learning.pdf
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice.* 5(3), 36-45.
  📄 Inquiry Teaching Woyshner.pdf
- Brugar, K. (2023). Everything is L.O.C.A.L. Making Curricular Connections with History Close to Home. [Social Studies and the Young Learner](). 36(2), 17–21.
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Time	Category	Description
9:00 - 9:20	**Who**	**Introductions** - name, role, something interesting about where you live or where you're from, reason for signing up for this course
9:20 - 9:45	**What**	**TPS Project introduction** (10 minutes) course & assignment overview & timeline. 1. Interdisciplinary Local History Connection 2. Primary Source Set - a collection of local primary sources from the Library of Congress and other archives and repositories to use with students 3. Student-facing activity outline - an overview of your lesson, unit, or project including goals, lesson steps, and other resources **Share Mohawk Trail Regional Projects** (15 minutes) 1. Northwoods 2. Ecological Impact of Dams 3. Whales in New England 4. Schoolhouses of Colrain
9:45 - 10:30	**Why**	**Why Local Primary Sources?** (15 minutes) 1. Civic engagement 2. Classroom engagement 3. Inquiry process **Inquiry Activities with local primary sources** (30 minutes) 1. Question Game 2. Speech bubbles 3. Sort primary sources into disciplines and share ideas for connections
10:30 - 10:40	**BREAK**	
10:40 - 11:40	**When**	**Local History Overview** with interdisciplinary primary source activities

		1. Review activity with basic timeline of US history & prominent local connections 2. Discuss interdisciplinary connections
11:40 – 12:10	**Where**	**Library of Congress Resources** 1. Overview of website, resources, TPS teachers network 2. Brief work time
12:10 – 12:50	**LUNCH**	**Provided** - in classroom or other available space
12:50 – 1:30 1:30 – 2:00	**Where**	**Local Resources Inventories -** collaborative brainstorming activity 1. Add ideas to colored category charts around the room 2. Make another pass around the room, viewing responses 3. Share & review LOCAL ARCHIVES & HISTORICAL RESEARCH RESOURCES document 4. Discuss connections between subject specific course content and local history themes, events **Local Archive Presentation** - Alison Russell from the Porter-Phelps-Huntington Museum in Hadley, MA.
2:00 – 2:10	**BREAK**	
2:10 – 3:30	**How**	**Ways to use Primary Sources Across Disciplines (15 minutes)** 1. Review of Primary Source Activities & Inquiry Cycle 2. Introduction to more Primary Source Activities **Work Time (1 hour)**
3:30 – 4:00	**What's Next?**	● Wrap-around ideas sharing for projects ● To Do for the next meeting ● Questions ● Workshop Evaluation

Interim Work
Due before the next session: Submit questions, concerns, etc. at least 48 hours before the scheduled session.

Virtual Session #1: Supported Work Session

10 min	Reintroductions
25 min	Share topic & Introduce ideas so far – 1–2 minutes/group
60 min	Work time – message in chats & short break out meetings to discuss project work so far, questions, concerns.
10 min	Share next steps, questions

15 min	Session Evaluation

Interim Work
Due at the next session; Local History Connection, Primary Source Set and/or Project draft complete enough to share with a small group and receive feedback about from your classmates bring; some tangible materials and at least a verbal description of your plans at that point.

Virtual Session #2: Tuning Protocol & Draft Feedback

20 min	1. Welcome & brief project updates
1 hour	2. Complete tuning protocol feedback session in small groups
30 min	3. Reconvene as a whole group to discuss general questions, observations, concerns
10 min	4. Session evaluation

Interim Work
Due at the next session: Completed course assignments and prepared to share a minute presentation about your work in this course.

In Person Meeting #2

15 min	1. Welcome
75 min	2. Project Sharing
15 min	3. Reflection
15 min	4. Session & Course evaluation

RESOURCES & ADDITIONAL BIBLIOGRAPHY

COURSE GOOGLE FOLDER & OTHER ADDITIONAL ESSENTIAL RESOURCES

Essential Resources
- Readings, examples, and templates are available in a Google Folder. It will contain a subfolder for each of you with your name on it where you may store notes, primary sources, draft templates, etc.

Optional Resources

- Instructions will also be given to access the Library of Congress TPS Network.
  http://**tpsteachersnetwork**.org/**register**
- Library of Congress <u>YouTube Teachers Channel</u>.
- Additional resources are available at <u>http://EmergingAmerica.org/tps</u>.

<u>FURTHER RECOMMENDED READINGS</u>:

Any teacher new to the Library of Congress Teaching with Primary Sources Program at CES–or who has not read these four short articles–would benefit from reading them before the program begins. Presenters will assume that you are familiar with the concepts in them.

Pedagogical Sources
1. Breakstone, J., & Smith, M. (n.d.). Assessing Historical Thinking Skills Using Library of Congress Primary Sources. *The Teaching with Primary Sources Journal*. Retrieved April 17, 2014, from <u>http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/</u>
2. Cairn, R. (n.d.). Primary sources: at the heart of the Common Core State Standards. *Teaching with Primary Sources Journal*. Retrieved April 17, 2014, from <u>http://www.loc.gov/teachers/tps/journal/common_core/article.html</u>
3. Carlson, P. B., & Clevenson, R. B. (n.d.). Engaging all learners with primary sources. *Teaching with Primary Sources Journal*. Retrieved April 17, 2014, from <u>http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/article.html</u>
4. Wineburg, S. (2010). Historical thinking: memorizing facts and stuff? *TPS Quarterly*. Retrieved April 17, 2014, from <u>http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html</u>

Additional Pedagogical Source
- Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.

Rubric for Assessing Text Set / Primary Source Set

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Primary Sources	Primary sources are varied in format, enhance and enrich study of project question, clearly appropriate to grade level, and of interest to students. Provides more than minimum number.	At least two formats of primary sources. Sources directly address project question, are appropriate to grade level, and of interest to students. Provides required number.	Primary sources are in a single format and/or are not clearly focused on project question. Sources as a group are simplistic or too complex for grade level, and/or does not provide required number.	Primary sources are insufficient in number and/or are not relevant to question, or are wholly inappropriate for grade level due to complexity or lack of depth.
Questions	Guiding questions are authentic, pertinent, require analysis of source material, and are answerable with given and/or referenced source material. Questions are concise and engaging.	Guiding questions are authentic, pertinent, require analysis of source material, and are answerable with given and/or referenced source material.	Guiding questions are on topic and contribute to understanding of it. They require some reference to sources.	Guiding questions are missing or are confusing or do not require reference to sources.
Citation	Provides title, date, creator, clear thumbnail image, URL, and pithy yet brief annotation for each source—all in clear and orderly presentation.	Provides title, date, creator, thumbnail image, URL, and a word or two of annotation for each source.	Provides title, date, creator, thumbnail image, URL, and a word or two of annotation for each source. Information may be incomplete or contain errors such as broken links.	Is missing key information for most or all sources.

Rubric for Assessing Local History Primary Source Lesson/Unit/Project Plan

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Linking objectives, standards, and sources	Stated learning objectives; specific standards from the MA Frameworks	Learning objectives are stated; MA Frameworks standards are included and addressed.	Learning objectives are stated; topics from the MA HSS and ELA frameworks are marginal or not partial.	Learning objectives or links to MA frameworks missing.
Local History & Primary Documents	Central and engaging use of primary documents and a local history connection to frame the interdisciplinary lesson/unit/project	Clear local history connection, explored with primary source documents used to focus lesson	Surface-level local history connection; present, some primary source use, but not meaningfully explored in the work	Minimal or no local history connection or primary source use
Plan	Work plan is thorough, complete, and well-designed, providing a clear description of resources, tasks, deadlines, and persons responsible.	Work plan is complete with resources, tasks, deadlines, and persons responsible.	Work plan is incomplete, too general, or wholly unclear.	Work plan is missing or missing all detail.

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