



**PRIMARY
SOURCE**

Primary Source Course Catalog School Year 2026-2027

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Welcome to a new school year with Primary Source!



We're looking forward to sharing a program catalog packed with new courses exploring a diverse range of regions, topics, and ideas. You'll also find a robust series of [professional development opportunities](#) to support the launch and ongoing implementation of the Investigating History curriculum. Look for the **Investigating History** logo throughout the course catalog for courses that will support teaching the Primary Source-authored state curriculum.

Investigating History: Original Edition

Many educators are familiar with (and continue to rely on) the original versions of *Investigating History*. To support continuity in teaching and planning, Primary Source is making the full set of original Grades 5-7 curriculum materials available in their original formatting. These inquiry-driven units reflect the approach teachers know and trust and can be used alongside newer versions or as a standalone resource.

Access the original grades 5-7 curriculum [here](#).

To register for courses as a member of a partner district, you can reach out to your [district liaison](#). If you're registering as an independent educator, you can do so [through the course page on our website](#) using a credit card.

If your district would like to pay for your registration via PO or invoice, please reach out to our operations director Olivia Maduro, olivia@primarysource.org.



**PRIMARY
SOURCE**



**Teaching^{for} Civic
Empowerment**

Teaching for Civic Empowerment (TfCE)

Strengthen civic learning in your classroom

Teaching for Civic Empowerment is a statewide professional learning initiative designed to help Massachusetts educators build meaningful, inclusive, and engaging civic learning experiences for students.

Through a flexible combination of asynchronous learning, live virtual sessions, and in-person professional learning, educators can choose opportunities that fit their grade level, professional goals, and schedule.

FREE for any Massachusetts Public School Educator!

Educators currently working in Massachusetts public schools can participate in Teaching for Civic Empowerment courses at no cost.

[Learn more about the initiative here.](#)

[Explore TfCE Courses & Register here!](#)

Professional Learning That Fits Your Schedule

Teaching for Civic Empowerment offers multiple ways to learn:

★ Asynchronous

Complete online coursework on your own schedule during the designated course session. Asynchronous courses provide flexibility while giving educators practical tools and resources they can bring directly into their classrooms.

★ Live Virtual

Learn alongside educators from across Massachusetts through facilitated online sessions. Some virtual courses combine live meetings with asynchronous activities between sessions.

★ In-Person

Participate in hands-on, collaborative professional learning with other educators. In-person courses provide additional time for discussion, planning, practice, and

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



application.

Course offerings are organized into Fall, Winter, and Spring sessions. Fall, Winter, and Spring asynchronous and hybrid courses follow Primary Source's regular online course session dates.

- ★ **FALL:** Wednesday, October 21 to Tuesday, November 17, 2026
- ★ **WINTER:** Wednesday, January 13 to Tuesday, February 9, 2027
- ★ **SPRING:** Wednesday March 10 to Tuesday, April 6, 2027

School Year 2026 – 2027 Teaching for Civic Empowerment Course Lineup

Choose from professional learning opportunities specifically designed for elementary, middle, and high school educators.

Schedule

Session	Grade Level	Course	Format
Fall	Elementary	Building Communities Through Civic Participation & Inquiry	Live Virtual + Asynchronous
Fall	Civics Project	Developing Research & Media Literacy Skills	Fully asynchronous
Fall	Secondary	Media Literacy & Civic Reasoning	Live Virtual + Asynchronous
Winter	Elementary	Fostering Dialogue & Inquiry in Elementary	Live Virtual + Asynchronous
Winter	Civics Project	Civics Project 101: Getting Started	Live Virtual + Asynchronous
Winter	Secondary	Fostering Dialogue, Participation, and Belonging	Live Virtual (Dates TBD)
Spring	Elementary	Establishing Teaching Practices for Civic Learning	In- person (Date TBD!)
Spring	Elementary	Civic Action & Reflection in Elementary Classrooms	Fully asynchronous
Spring	Elementary	Questioning the Past and Present	Fully asynchronous
Spring	Civics Project	Equity-Focused Strategies for Student-led Civics Projects	In-person (Date TBD!)
Spring	Civics Project	Facilitating Research and Community Engagement	Fully asynchronous

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Spring

Secondary

Powerful Pedagogies for Civic Learning

In-person +
Asynchronous (Date
TBD)!

Spring

High School

Equipping Students with Inquiry & Media
Literacy Skills

Fully asynchronous

Find the Right Course for You

Whether you are beginning to incorporate civic learning into your classroom or looking for new ways to strengthen existing practice, Teaching for Civic Empowerment offers multiple entry points.

Explore courses focused on inquiry, dialogue, media literacy, civic participation, student-led civics projects, community engagement, belonging, and other essential elements of high-quality civic learning.

Questions?

Contact Olivia Maduro, our Programs and Operations Director: olivia@primarysource.org



ONE-DAY PROGRAMS

Persia to Iran: History, Politics and Visual Culture of a Civilization in the Headlines

*In collaboration with the Peabody Museum of Archaeology and Ethnology at Harvard
Especially for teachers of Grades 6-12; all are welcome!*

How much do our students know about Persia/Iran? This program begins in the ancient period with Achaemenid Persia (550–330 B.C.E.), examining Persian ingenuity, political culture and history as we understand it through the historical and archaeological record. The second part of the program jumps forward in time to 20th- and 21st-century Iran, using the Harvard Peabody Museum’s “From Iran: A Visual Testimony” photographic exhibition as an entry point

Date: Thursday, November 5, 2026
Time: 8:30 am - 3:00 pm
Location: [Peabody Museum of Archaeology and Ethnology](#) (at Harvard), Cambridge, MA
PDPs: 5 PDPs

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



to more recent historical events and Iranian perspectives on them. We will then delve into Iran's political history and international relations from the early 20th century forward, noting historical continuities with the past as well as ruptures. Bring your questions and curiosity, regardless of the grade level you teach — this will be a remarkable opportunity to engage with expert historians and curators!

Ancient Maritime History, East and West

Especially for teachers of Grades 6 & 7; all are welcome!

The highways of the ancient world were its waterways, and they offer us a window into goods traded, how they traveled, and how culture spread. After introducing themes in maritime history and archaeology, we will look at three regions as case studies: East and Southeast Asia, the Indian Ocean World, and the Mediterranean. Using primary sources — both texts and artifacts — we will consider nautical technology, the history of commerce, mapmaking, control of straits and sea lanes, and the role of port cities and inland waterways in facilitating cross-cultural exchange in each region. Teachers of both 6th and 7th grade will find topics of relevance to their curricula and to present-day maritime dilemmas, as well as new resources for sharing with students and one another.

Date: Thursday, December 3, 2026
Time: 8:30 am - 3:00 pm
Location: Bentley University ([LaCava Center](#)), Waltham, MA
PDPs: 5 PDPs

Beyond 1898: Empire, Resistance and the Legacies of U.S. Expansion

Especially for high school teachers; all are welcome!

What changes when we teach 1898 not as the end of a story, but as the beginning of relationships that continue into the present? At a moment when questions about American power and expansion have returned to public debate, this program revisits the Spanish-American War and the growth

Date: Thursday, February 11, 2027
Time: 8:30 am - 3:00 pm
Location: Bentley University ([LaCava Center](#)), Waltham, MA
PDPs: 5 PDPs

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



of U.S. power overseas, asking how the relationships created during this period extended far beyond 1898.

Following these histories beyond the moment of expansion, we will look at the changing nature of U.S. rule and influence, as well as the responses and resistance of people and communities affected by it. In conversation with scholars and through primary sources, artistic expression, and contemporary perspectives, we will trace the enduring political and cultural consequences of these histories, including ongoing questions of sovereignty, citizenship, identity, and belonging.

This program will be especially relevant for teachers of U.S. and world history and Spanish language and culture.

Teaching Africa in the K–2 Classroom: Picture Books, Maps, Geography, and Belonging

Especially for teachers of Grades K-2; upper elementary also welcome!

The 2018 Massachusetts History and Social Science Framework encourages even our youngest learners to explore the wider world through geography, stories, culture, and the experiences of diverse communities. This full-day workshop, run in collaboration with Boston University's African Studies Center, charts a course for meeting these aims with regard to Africa, using engaging and developmentally appropriate approaches.

Date: Thursday, April 8, 2027
Time: 8:30 am - 3:00 pm
Location: Bentley University
([LaCava Center](#)), Waltham, MA
PDPs: 5 PDPs

Participants will explore a wide range of classroom resources—including picture books, maps, photographs, and primary sources—and discover how these materials can foster inquiry and deepen young learners' understanding of Africa. Whether you're introducing continents and maps in kindergarten, exploring communities and diversity in Grade 1, or teaching people and their geographies in Grade 2, this

Registration:

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workshop will provide meaningful, inquiry-based approaches for helping young learners explore the richness and diversity of Africa's peoples, places, and cultures.

ONLINE WEBINARS

Sustainability Education as a Foundation for K-12 Curriculum

Teachers of all subjects are welcome; this program is interdisciplinary by design.

How can all educators, regardless of grade level and subject, become sustainability educators? This online seminar, led by the EarthRise creative team at SUNY New Paltz, will share approaches used by teachers from the elementary to the high school grades, and the physical and biological sciences to the humanities and arts. The UN's Sustainable Development Goals are one helpful teaching tool; what are others? The session will focus on ways to design transformative learning experiences and build cultures of action within schools and communities — and then potentially share successful practices with other educators.

Dates: Tuesday, October 20, 2026

Time: 7:00 - 8:00 pm

Location: Virtual (via Zoom)

PDPs: N/A

HYBRID & VIRTUAL BOOK GROUPS

Boston-Area Hybrid Book Group: 'This Is What Magic Does': Curses and Charms in New Global Fiction

For all grades K-12

Dates: November 5, December 10 2026; January 14, February 25, March 25, 2027.

Snow/Cancellation Day (if needed): April 8, 2027

Time: 4:30 to 6:00 PM

This is a moment when all of us could use a little magic! In this five-session book discussion series, we'll explore contemporary novels in which curses and charms are more than supernatural forces—they are legacies handed down within families, shaping the characters' relationships, choices, and sense of self. Together we'll read stories that are tricky, energetic, and emotionally complex, where magic is both a burden and a gift. Sometimes these inherited powers bring grief, loss, and conflict; at other times, they create unexpected possibilities for hope and healing.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Location: [McCall Middle School](#) Library
(11/6/26 & 3/25/27);
Online (12/10/26;
1/14/27; 2/25/27)
PDPs: 15 PDPs

Although each novel is grounded in its particular landscape and folklore, all grapple with enduring human questions about identity, responsibility, and the stories we inherit.

This five-session series is open to all educators in grades K–12 (space permitting). For each title, participants will receive supporting materials and classroom resources to help bring these texts or themes into their own teaching. The first and final meetings will be held in person, with the three middle sessions meeting by Zoom.

Book Selections Include: *The Snow Child* by Eowyn Ivey; *Cursed Daughters* by Oyinkan Braithwaite; *The Girl Who Drank the Moon* by Kelly Barnhill; *Sharks in the Time of Saviors* by Kawai Strong Washburn. A fifth title (spring semester) will be selected collaboratively by the participants.

Virtual Book Group: Food for Thought: Cuisine as Connection in Global Literature

For all grades K-12

Dates: December 1, 2026; January 5, February 9, March 9, 2027
Snow/Cancellation Day (if needed): March 23, 2027
Time: 4:00 to 5:30 pm
Location: Virtual
PDPs: 10 PDPs

Our identities, memories, and roots are so often tied to the food we eat, the food we were raised on, the food we long for. The books in this series explore the rich histories connected to flavors and cuisine from around the world. Using food as the vehicle, these stories enrich our understanding of the places associated with the cuisine as well as the complex lives of the people who enjoy it– from an outsider community of young people in Tokyo navigating grief around a kitchen table; to the flavorful tenants of a Mexico City apartment building; to Chinese immigrants inventing new foodways that permanently changed American culture and cuisine. The titles in this series will allow you to travel the world and appreciate how food can tie us together in meaningful ways.

A fully virtual program, this is open to any educator in grades K-12. Resources and supporting materials will be offered for each session.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Anticipated Book Selections Include: *The Fortune Cookie Chronicles* by Jennifer 8; Lee, *Umami* by Laia Jufresa; *Kitchen* by Banana Yoshimoto. Participants in this book group will collaborate to choose the fourth title in the series!

NEW COURSE HIGHLIGHTS!

Our new course offerings provide flexible professional learning to meet educators' needs throughout the year. PDPs and graduate credit (registration required) available for full participation in select courses (see below).

NEW! Power and Protest: Latin America in the Long Twentieth Century

Especially for grades 9-12

Dates: Wednesday, January 13 to Tuesday, February 9, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

This four-week course forms Part II of our Latin American history and culture sequence, picking up the story in the late 19th century and examining what happened in this vast region after independence from European colonial powers and the abolition of slavery. The course opens with an introduction to the political and cultural landscape of this period, then addresses four main topics: “banana republics” and the rise of U.S. neo-imperialism (1875-1934); revolution and reaction in the Cold War (1950s-1970s); violence in Central America and its after-effects, and millennial transitions: free trade, resistance, and emigration. There are three core themes of this course: US intervention and interference in Latin America, Latin American resistance and revolution, and the region's cultural diversity. These themes come together in important topics like nationalist movements, populism, literature, art and musical expression, Catholic peace movements and Liberation Theology, Indigenous rights, and emigration.

Above all, the history of this period invites reflection on how deeply entwined U.S. and Latin American histories and cultures have been for 150+ years. Looking at examples from over 11 countries in South and Central America as well as the Caribbean, we will investigate those connections and how they shape our world in the present-day.

The content of this course relates most directly to World History, US History, ELA, Spanish Language, and the Arts. Educators do not need to take Part I of our Latin America sequence to enroll in this course.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Standards: WHII: [T1.7f,g] The growing power of the U.S. and its economic and political impact on Central America & Caribbean; persistence of slavery in Cuba, Puerto Rico, & Brazil until the end of the 19th century; [T3.3]. Impact of Western imperialism in Latin America; [T5.3d,f] the United States backing for the overthrow Arbenz in Guatemala (1954), Cuban Revolution and the Cuban Missile Crisis; [T5.5] The development and goals of nationalist movements in Central and South America & how one of these movements and its leader brought about decolonization and independence in the second half of the 20th century.

NEW! Making Freedom: African American History in the Modern Era (1865 to the Present)

Especially for Grades 8-12, with applicability to Grade 5

Dates: Wednesday, Wednesday, January 13 to Tuesday, February 9, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Persistence, triumph, ingenuity, excellence, and joy are words that exemplify the African American historical experience, but in classroom settings they can be overshadowed by a narrow content focus, limited time, and lackluster textbook resources and primary sources. This course is designed to deepen content knowledge in African American history and represent the variety of lived experience. Each session asks: How did African Americans define and fight for their own freedom? How have these historical struggles, triumphs, and creative expressions shaped our world today?

We'll begin with a framing of teaching the harder elements of history with sensitivity, before delving into a historical arc of events. Our first session looks at race and politics from Reconstruction to the Jim Crow era, with resources on the Black Codes, sharecropping contracts, economic organization, terror tactics, and art. Our second session explores the period 1900-1929, with resources on migration, cultural renaissance, and World War I through the eyes of Black soldiers and workers. The third session addresses 1930-1954, with core topics including African American experiences during the Depression, then contributions to the New Deal and the Double-V campaigns of World War II. Our final session investigates topics from 1954 to 1980, the Civil Rights and Black Power era. As the course proceeds, you'll have opportunities to examine a diverse array of primary sources and explore pedagogical strategies for bringing them to life for your students using inquiry-centered approaches.

As a participant, you will receive practical guidance and historical insight to build confidence and support successful yearlong implementation. You will also receive access to Primary Source's full online curricular resource *Making Freedom: African Americans in U.S. History*.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Throughout the sessions, you'll engage in reflection and guided course activities that provide ample opportunities to identify how to integrate course materials into your own classroom.

Standards: USI: [T5.6] Consequences of the Civil War and Reconstruction; [T5.7] Long-term consequences of aspects of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans; [T7.4] Strategies of African Americans to achieve basic civil rights in the early 20th century; USII: [T2.1a,e,f] Harlem Renaissance, racial & ethnic tensions (KKK, White supremacy, Great Migration), eugenics; [T2.5] Effectiveness of New Deal programs, and responses; [T3.8] Long-term consequences of important domestic events during WWII; [T4.4-9] Civil Rights Movement (ALL); integration through US History sequence.

YEAR-LONG FORMAT (FACILITATOR-SUPPORTED SELF-PACED COURSE)



Grade 5, 6, or 7: Implementing *Investigating History*: A Comprehensive Online Course

Especially for grades 5-7

Dates: Monday, September 16 and rolling admission (start anytime!) to
Monday, May 31, 2027

Note: The course is self-paced, with guidance from a facilitator, and is built to fit naturally with your teaching of the Grades 5-7 curriculum, following the rhythm of your classroom timeline.

PDPs/Credits: 45 PDPs; 2 graduate credits (\$300)

These comprehensive asynchronous online courses are designed for educators implementing the *Investigating History* curriculum in Grades 5, 6, or 7 (each course is specific to one grade level: 5, 6, or 7). Participants will engage deeply with the curriculum's structure, inquiry-based approach, and key historical content through a blend of pre-recorded lectures, scholar presentations, primary source explorations, and instructional strategies. The course is self-paced, allowing educators to complete it on their own schedule while still gaining access to rich, high-quality professional development. Educators can earn 45 PDPs upon completion or Optional graduate credit available through our university partner (additional fee applies).

This course is ideal for both new and experienced teachers of *Investigating History*, offering practical guidance, historical insight, and classroom-ready tools to build confidence and support successful yearlong implementation.

***Please note:** This course was developed for the original version of *Investigating History*, authored by Primary Source and published in 2022, before DESE released its revised curriculum. As a result, the course is not directly aligned with the revised version. However,

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the content and materials remain relevant for educators seeking professional development in *Investigating History*. Many educators continue to use the original curriculum, which has been in use since its release and remains permanently available on the Primary Source website under [Curriculum](#).

ONLINE COURSES (4-WEEK)

All online courses are asynchronous within set weeks. Weekly sessions can be completed on your own schedule by logging on to our online learning platform. Each week offers a mixture of content information, digital learning tools, and curated resources for the classroom. Required work includes weekly forum posts and a brief culminating assignment designed to help implement new knowledge in the classroom and school community.

PDPs and graduate credit (registration required) available for full participation.

Engaging Culturally & Linguistically Diverse Students & Families

This course has been approved by the MA DESE to provide 15 PDPs addressing the needs of English language learners.

Elementary (for teachers and administrators K-5)

Dates:

Fall: Wednesday, October 21 to Tuesday, November 17, 2026

Spring: Wednesday March 10 to Tuesday, April 6, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Secondary (for teachers and administrators 6-12)

Dates:

Fall: Wednesday, October 21 to Tuesday, November 17, 2026

Spring: Wednesday March 10 to Tuesday, April 6, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$180)

This online course provides a theoretical and practical foundation for culturally responsive teaching of English language learners in the elementary school setting. We will examine how young immigrant students experience school; the demographic and diversity profile of Massachusetts districts; cross-cultural communication and its implications for teaching and learning; and effective strategies for schools to engage immigrant and refugee families. You will have the opportunity to reflect on your own teaching practice, apply course skills and strategies, and receive feedback from peers and the instructor.



Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



The Enduring Legacy of Ancient China

For all educators of grades K-12

Dates: Wednesday, October 21 to Tuesday, November 17, 2026

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Ancient China from the Bronze Age through the Tang Dynasty (c. 1600 BCE - 907 CE) left a legacy of contributions that shaped China's later history, the cultures of the region, and, through trade and exchange, the world. This four-week online course introduces core geographical features of China and the rise of state-level society there; centralization projects and philosophies of governance; indigenous and imported belief systems and how they shaped the lives of different sectors of the population; and China's influence across Asia and East Asia, through trade and exchange, arts, inventions, and Tang-era innovations. Teachers of elementary and middle grades may choose different pathways through course topics. All participants will gain an appreciation for the depth and richness of early Chinese culture and history, as preserved in artifacts, art, and writing dating back several millennia.

Note: *This course retains the name of our former, 8-week Ancient China course, but is substantially revised and updated to meet the needs of today's teachers.*

Standards: [2.T2.4] Explain and describe human interaction with the physical world; [2.T3.4] Identify what individuals and families bring with them when they move to a different place; identify elements that define the culture of a society; [6.T1.2] Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past; [6.T3g] Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads; [7.T2] ALL East Asia-specific standards.



Global Understanding in Action

For all educators of grades K-12

Dates: Wednesday, October 21 to Tuesday, November 17, 2026

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Teaching students to become change-makers requires a strong foundation and meaningful interactions with global topics. This 4-week asynchronous online course explores critical global topics – human rights, educational access, and gender equity – through the lens of social action. Through readings, videos, interactive web-based activities, and discussion forums, you will become familiar with key issues related to these topics. You will examine case studies of how K-12 teachers have implemented curricular activities and projects to turn student learning into student action, and develop an action project to support students' transformation from global learners to global citizens. You will then be able to use these cases

Registration:

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as inspiration for integrating these themes into your own classroom teaching and school initiatives.

Standards: [PS.1] Demonstrate civic knowledge, skills, and dispositions, [PS.3] Organize information and date from multiple primary and secondary sources, [PS.7] Determine next steps and take informed action as appropriate, [WHII.T6] The era of globalization, 1991-present, [WHII.T7] The politics of difference among people: conflicts, genocide, and terrorism, [NML.T1] Freedom of the press and news/media literacy, [NML.T5] Gathering and reporting information using digital media



Dynamic Societies of Ancient and Medieval Africa

Especially for grades 6-12

Dates: Wednesday, January 13 to Tuesday, February 9, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Africa has a history of complex societies and rich cultures which has not, traditionally, been appreciated fully despite its deep and lasting contributions to humanity. This 4-week asynchronous online course will illuminate the longevity and dynamism of African civilizations, cultural developments, and connectedness to the world, with an emphasis on sub-Saharan regions. Each of four sessions will trace a different theme across a set of case studies and contexts: geography and environment; trade, exchange and cultural diffusion; knowledge and belief; and social structure and governance. Participants will explore a wealth of new websites and sources for the art, archaeology, technological achievements and literature of pre-modern African societies. Inquiry-centered approaches using interactive maps, material objects, and 3-D archaeological re-creations will also be featured. The course is highly relevant for teachers of geography, world history, ancient societies and world religions. All educators who seek a deeper understanding of Africa's dynamic history are welcome.

Standards: [6.T3g] Interactions among ancient societies in Western Asia, North Africa, and the Middle East, [6.T4] Sub-Saharan Africa, [WHI.T3] Interactions of kingdoms and empires c. 1000–1500, [WHI.T2] Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE, [WHI.T4] Philosophy, the arts, science and technology c. 1200 to 1700



Empire, Emancipation and Migration: The US in the 19th Century World*

**formerly titled "Worldly Republic: The U.S. and the World in the Nineteenth Century"*
Especially for grades 6-12

Dates: Wednesday, January 13 to Tuesday, February 9, 2027

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

After the stormy Age of Revolutions, the nineteenth century is often thought of as an inward-looking century. But in fact it was engaged with the wider world in a myriad ways, from whaling voyages to territorial annexations, from cultural imports to forced and willing migrations, from missionaries and reformers to travelers and adventurers. As participants investigate U.S. connections to every settled continent, four key themes will structure the learning: culture and commodities, expansionism (westward and beyond) and national identity, slavery and freedom, and immigration/migration and travel. In other words, the course addresses core U.S. history content standards of the pre- and post-Civil War eras, viewed through a global lens. As new identities were forged in this period, we will consider how Americans of different backgrounds felt about internationalism and international connections, and how different cultural groups expressed what it meant to be American. The course offers several opportunities to choose differentiated pathways depending upon interests.

Standards: [USI.T4] Describe important religious and social trends that shaped America in the 18th and 19th centuries, [USI.T4] Social, political, and religious change, [WHII.T3.3] Analyze the impact of Western imperialism in Asia, Africa, and Latin America, [USI.T3] Economic growth in the North, South, and West



Indigenous Expressions: Literature and Arts in the Secondary Classroom

Especially for middle and high school educators

Dates: Wednesday March 10 to Tuesday, April 6, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Indigenous literature, art, and music highlight the diversity and activism of Native peoples in the United States and emphasize their continued influence in the world today. This course brings together works by Indigenous authors, artists, and musicians—spanning literature, music, and visual art—to explore the contemporary issues and complex histories shaping their communities, including sovereignty and land rights, environmental justice, cultural preservation, media representation, and life on and beyond reservations. The course includes selections from the collections of the Museum of Fine Arts, Boston, and the Peabody Essex Museum, as well as works shaped by the lens of Indigenous Futurism. Throughout the course, participants engage in reflection and guided activities that support purposeful consideration of how these works can be used in classroom settings.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Standards: [USI.T2.3] Analyze the causes and long and short term consequences of America's westward expansion... the concept of Manifest Destiny and pan-Indian resistance; [USI.T6.5] Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples; [USII.T4.8.f] the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples' groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history).

Navigating Democracy, Diversity and Social Dynamics in Modern India

Especially for grades 6-12

Dates: Wednesday March 10 to Tuesday, April 6, 2027

PDPs/Credits: 22.5 PDPs; 1 graduate credit (\$180)

Imagine how a country's story changes when one switches the narrative from a reliance on colonial sources to the voices of those native to the country. This course analyzes the impact of such a switch through its exploration of India's history and the diverse voices that comprise it. The 4-week asynchronous online course will provide educators with ways to approach this daunting diversity and to use it as a lens to examine India's political development from the movement for independence and Partition to the re-election of Narendra Modi in 2019. Participants in the course will also examine the development of India's economy, paying particular attention to urbanization, the wealth gap, and environmental issues. Cultural factors, such as gender, education, Bollywood will round out the course in the final week. A rich collection of readings, maps, photographs, documents, video, literature, and art will inform our study throughout the course.

Standards: [7.T1] Central and South Asia [WHII.T3], The global effects of 19th century imperialism [WHII.T7], The politics of difference among people: conflicts, genocide, and terrorism

Online Modules: Building Blocks for Global Citizenship

Our six online modules will help you build a foundation for global awareness and provide concrete examples and strategies for supporting global competence in your classroom and school community. Each one-hour module (taken anytime at your own pace, on your own schedule) addresses key concepts and themes for global learning. Module topics include:

1. Global Learning: The Primary Source Approach
2. Foundations of Globalization
3. Global Citizenship Skills for Today's World
4. Global Competency through the Global Goals for Sustainable Development

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



5. Becoming Culturally Responsive
6. Connecting with the World

Complete all six to receive 10 Professional Development Points (PDPs).

Making Freedom Digital Curriculum

[Purchase it here!](#)



Partnership discount pricing is available. For questions or more information, please contact Olivia (olivia@primarysource.org)

Primary Source's groundbreaking digital curriculum, *Making Freedom* provides content spanning over 400 years of African American history, with inspiring and engaging multi-dimensional lessons and teaching strategies in alignment with MA state standards. [Learn more here.](#)

Curriculum Highlights Include:

- ❖ **More than 50 units** across four themes: *Freedom & Equal Rights; Culture & Community; Economy & Society; Historical Events, Movements & Figures.*
- ❖ **Deep Content Knowledge:** *The curriculum structure provides multiple opportunities for teachers and students to build content and context knowledge.*
- ❖ **Teacher Friendly & Flexible Design:** *Allows the use of units and activities to meet timeframes and needs of each classroom. Units easily fit into conventional "scope and sequence" plans and align to frameworks and standards.*
- ❖ **Curated Resources & Primary Sources:** *Multimedia resources and primary sources are designed to increase engagement and understanding through an expansive range of voices, perspectives, and experiences.*

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- ❖ **Focus on Social Emotional Learning & Culturally Responsive Pedagogical Approaches:** Through the use of Teacher Tips and suggestions for best practices, teachers and students are supported.

Investigating History Unit Overview Online Modules



These asynchronous modules offer a flexible online self-paced learning experience. These can be completed individually or self-facilitated by an in-district team member. Designed to mirror elements educators would receive in a full-day seminar, each unit module combines scholar presentations, pre-recorded lectures, and internalization guidance to prepare educators for classroom implementation. The unit modules are comprehensive overviews corresponding to the *Investigating History* units and each takes approximately 6 hours to complete.

***Please note:** This course was developed for the original version of Investigating History, authored by Primary Source and published in 2022, before DESE released its revised curriculum. As a result, the course is not directly aligned with the revised version. However, the content and materials remain relevant for educators seeking professional development in Investigating History. Many educators continue to use the original curriculum, which has been in use since its release and remains permanently available on the Primary Source website under [Curriculum](#).

[Available for Purchase Here!](#)

Investigating History Module Pricing

Individual Price	Partner Price	Bulk Price (20+ modules)	Partner Bulk Price (20+ modules)
\$300	\$250	\$250	\$200

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



Frequently Asked Questions:

Logging On to Learning Platforms

We host all of our courses on one platform, Thinkific! See the login domain below:

❖ primarysource.thinkific.com/users/sign_in

If you're still having trouble, email olivia@primarysource.org and we'll help you get logged-in.

How do I enroll in courses as a member of a partner district?

You can enroll in online courses or the Building Blocks modules by contacting your district liaison, who will put you on a registration list shared with Primary Source. District liaisons are always listed on our website under "[School and District Partnership](#)."

If you are *not* a member of a partner district, you can register for courses through the course page on our website.

If you are looking to enroll in any of our Teaching for Civic Empowerment courses, please register directly through our Thinkific platform [here](#).

How do I know if I've been successfully registered for a course?

You'll receive a confirmation email once you have been enrolled in a course. If you are interested in pursuing a course with Primary Source, please add the program administrator email (olivia@primarysource.org) to your address book to ensure all course communication comes to your inbox. You will receive reminder emails two weeks prior to your course's start date with more information about course logistics. Please check your spam if you haven't received your registration confirmation email!

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



What should I expect for a live program?

Primary Source hosts live programs in the Greater Boston Area and locations are listed on our seasonal course and program catalog. You will receive reminder emails two weeks prior to your program's start date with logistical information and a potential brief pre-work assignment, depending on the wishes of the scholar and/or the Primary Source Program team. You might be asked to review materials or prepare questions for the session. If you are running late on the day of the program, please let the program administrator (olivia@primarysource.org) know so we understand that we can still expect you. After the program, Primary Source will share PDP certificates and follow-up details, such as slides, resources, and a brief post-program survey. Unfortunately, our live programs are not recorded.

What are online courses like? What kind of time commitment is required?

All of our online courses are asynchronous—**you'll never need to be at your computer at a certain time**. Work is assigned weekly via email by a course facilitator and can be completed at any time during the session week on our online platform. Sessions run Wednesday to the following Tuesday evening. Online courses generally require 3-5 hours of work a week including readings, multimedia activities, research tasks, and discussion forums.

For each online course there is a culminating project having to do with the course content. Assignment information will be available throughout the course.

What are synchronous / live courses like? What kind of time commitment is required?

Each of our live course formats (seminar series & one-days, book groups, and Engaging with Experts) are slightly different by design. Most require at least an hour of work before or between sessions to maximize learning time. Sessions last 1.5-5 hours depending on the format.

You'll receive information regarding assignments with your course reminder, but please feel free to reach out to Olivia, olivia@primarysource.org, with any questions.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



If I need to withdraw from a course / ask for an extension / find out about an accommodation, what should I do?

For online courses, please reach out to your course facilitator and the operations director (olivia@primarysource.org) and we will do our best to accommodate your needs. If you are on the fence about withdrawing but have fallen more than two weeks behind on your coursework, know that we rotate our courses seasonally and you'll likely have an opportunity to take it again at a later date.

For all other course formats, you can reach out to Olivia Maduro (olivia@primarysource.org) with any questions.

Will I receive PDPs for my participation?

Yes, if you are a Massachusetts educator and are not pursuing the course for graduate credit you will receive a PDP certificate for your participation. This will come via email to the address used at registration 1-2 weeks after the final day of the course.

****PLEASE NOTE: Per Massachusetts DESE, we are not able to award both PDPs and graduate credit for course participation in a single course.****

How do I register for graduate credit for a Primary Source course?

Graduate credit is offered through Southern New Hampshire University for multi-week courses. You will receive registration information specific to your course as the course date approaches. The process includes completing a registration form and paying a fee online. You can read more about our Graduate Credit process on our [resource guide here](#).

Are graduate credit fees included in the Global Learning Partnership funded by my district?

No, in general graduate credit fees are paid by the course participant. Please refer to your district's policy regarding tuition coverage and reimbursement. You will still need to register

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.



with Primary Source so we can get your information to our partner school, Southern New Hampshire University, even if your district has a separate process for course approval.

Registration:

To register as a partner educator, contact your district liaison (www.primarysource.org/partners). To register as an independent educator, please visit the course page on our website.