

Westfield State University
Center for Teacher Education and Research
Course Registration Number: #0598
[Link to Course Canvas Site](#)
[Link to Course Google Folder](#)

Course Title: Accessing Inquiry for Students with Disabilities through Primary Sources - Fully Online

Credit: One Graduate Credit in History (**SYLLABUS SAMPLE - length of course varies depending on term - Spring/Fall are 6-weeks, Summer is 4-weeks**)

Instructors:

Rich Cairn, Director for the Collaborative for Educational Services Emerging America program and Library of Congress Teaching with Primary Sources Program at CES ([bio](#)).

Alison Noyes, Assistant Director for the Collaborative for Educational Services Emerging America program and Library of Congress Teaching with Primary Sources Program at CES ([bio](#)).

Dates: October 1 to November 11; Final assignments due by November 18.

Online Synchronous Sessions: Monday, October 7 & Tuesday, October 15 - 7:00-8:00 p.m.

Office Hours: Call 9am to 4pm, or contact by email.

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Alison Noyes phone: 413 588-5940 Email: anoyes@collaborative.org

Location: fully online

Course Description:

This six-week, fully online course will introduce candidates to instructional strategies in History, Social Science, and Humanities especially for students with disabilities and students with diverse learning styles. History of people with disabilities as content serves as part of inclusion and engagement for all. Course participants will learn key concepts and events of Disability History in the United States. They will find, access, and analyze a range of primary sources on disability, featuring the Library of Congress and World Digital Library. They will create and revise an inquiry-based lesson that effectively employs Universal Design for Learning and related strategies to harness the strengths of diverse learners. Each teacher will end the course having created a lesson and assessments (fully aligned to standards) that includes the history of people with disabilities in a subject area the teacher is excited about expanding.

The vast collections of the [Library of Congress](#) (60 million primary sources online) and [World Digital Library](#) (19,000 selected items from 193 major libraries around the globe between 8000 BCE and 2000) aptly support student engagement and inquiry. Maps, images, film, sound recordings, and documents enrich a host of topics concerning the unique history of people with disabilities in America across the centuries.

Objectives – Learning Outcomes:

By the end of the course, participants will be able to:

- Demonstrate knowledge and capability to apply major concepts of disability history, especially analysis of how ideas of disability influenced major turning points in American history. These include: early 19th Century reform movements; veterans affairs from Civil War and WWI; immigration law; the Eugenics Movement; creation of the Social Security system; and post-WWII Disability Rights movement.
- Navigate the Library of Congress online resources, including finding, appropriately citing, and using primary sources, including in a text set, for use by students and by colleagues.
- Demonstrate familiarity with historical thinking as represented in state and national standards for Social Studies and literacy, including the complete inquiry cycle of learning: making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions.
- Identify and utilize multiple strategies and tools, including Universal Design for Learning (UDL), document analysis, and focused vocabulary instruction, to differentiate support of students with a broad range of disabilities to engage with history, social studies, and humanities concepts and sources.
- Consider and address student strengths and gaps in background knowledge, vocabulary, understanding of academic concepts, and core academic skills.
- Apply classroom strategies for students with disabilities to understand and use complex informational texts, including strategies for focused teaching of vocabulary, and use of a wide range of primary sources.

Outcomes Linked to Assessment

Outcome	Assessment Tool
Band 1: • Apply Universal Design for Learning (UDL) precepts and multiple intelligence framework in the context of teaching history and social studies: engagement, representation, and expression. • Effectively synthesize UDL with Model of Inquiry.	• Participate in online discussion in the Teaching with Primary Sources Teachers Network (TPS Network): • Incorporate principles of UDL and of multiple intelligences in teaching strategies for History and Social Science. • Incorporate UDL in inquiry-based lesson design.
Band 2: • Demonstrate knowledge and capability to apply the major concepts of disability history; analyze how ideas of disability influenced major turning points in American history, including: early 19th Century reform movements; veterans affairs from Civil War and WWI; Eugenics and immigration law; creation	• Participate in online discussions in the Teaching with Primary Sources Teachers Network (TPS Network). • Explore ways history of people with disabilities fits within curriculum of each teacher's school. ◦ Integrate Disability History into lesson design on topic of choice. • Complete search and generate text set on Disability History, featuring Library

of the Social Security system; and post-WWII Disability Rights movement. • Integrate Disability History within broad study of history. • Review and assess available methods and historical content to increase representation of people with disabilities. • Navigate Library of Congress online resources, including finding and appropriately sourcing primary sources.	of Congress and the World Digital Library websites. ◦ Engaging, meaningful, and flexible text set, of at least 5-6 primary sources (including from Library of Congress). • Generate compelling and effective guiding questions.
Band 3: • Demonstrate familiarity with inquiry-based learning and historical thinking as represented in state and national standards for Social Studies and literacy. • Differentiate a wide variety of formats and perspectives of primary sources. • Demonstrate competence with the complete inquiry cycle of learning: connect, wonder, investigate, construct, express, and reflect (on inquiry process).	• Create a new draft or enhance an existing inquiry-based lesson plan incorporating disability history and inquiry-based thinking skills. ◦ Feature a key historical question that can be investigated through analysis of the primary and secondary sources in the lesson. • Complete search and generate text set on Disability History, featuring Library of Congress and the World Digital Library websites. ◦ Engaging, meaningful, and flexible text set, of at least 5-6 primary sources (including from Library of Congress). • Write prompts for Library of Congress Primary Source Analysis Tool (Observe-Reflect-Question) for a primary source on disability history, of appropriate difficulty and complexity to fully engage all of the teacher's students.
Band 4: • Identify, judge, and select multiple strategies and tools in application of UDL, including source analysis and focused vocabulary instruction, to support students with a broad range of disabilities in investigation of key concepts and content of history, social science, and humanities.	• Apply to a lesson plan effective instructional strategies for students with disabilities, including UDL, and effective instruction in vocabulary, contextualized content, reading complex texts, and writing historical and cultural content. • Analyze an (anonymous) student's needs and submit strategies to address those needs. • Submit a complete draft of accessible lesson plan for peer review.

- Consider and address strengths and needs of students with disabilities' and other struggling learners for: background knowledge, vocabulary, literacy skills, and understanding of essential historical concepts. - Apply classroom strategies for students with disabilities to understand and use complex primary sources and other informational texts.	- Revise and submit final draft of lesson plan. - Upload a 2-minute video or podcast describing the lesson plan created for the course, showcasing methods, and one or more of the primary sources.
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Meets Massachusetts State requirement for 15 hours professional development for academic content teachers to strengthen teaching Special Education Students.

Instructional Strategies:

x Lecture x Discussion/Questioning _____Data Collection and Analysis _____Pre-Practicum _____Laboratory _____Role Playing/Simulation x Problem Finding/Solving x Independent Learning	x_Discovery/Inquiry ___Field Trips ___ Interviewing x Computer Applications ___ Collaborative Learning Groups x Reflective Responses x Creating Visual Illustrations of Concepts X View/Listen Technology Followed by Discuss ___ Other_____
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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 unit

Prerequisites:

- Familiarity with guiding educational standards that apply to History and Social Studies; familiarity with standards in the candidate's home state covering History and Social Studies, Literacy and Research skills, and Inquiry.
- Basic facility with Google Docs: Google drive login; open, re-name, and share folders; upload, edit, name, share, and download documents.

WEEK BY WEEK PLAN

[Link to Course Google Folder](#)

WEEK 1: Universal Design for Learning in History & Social Sciences

Week 1 (October 1-7)

- Course Intro:
 - Instructors, Classmates, Sponsors: Library of Congress; Emerging America
 - Expectations, Assignments, & Navigation
 - Why Primary Sources? Why Disability History?
- Universal Design for Learning:
 - “Design to the edges.” Engagement. Representation. Action & Expression.
- Model Primary Source Analysis:
 - Observe-Reflect-Question-Investigate Primary Source Analysis Form
 - OPTIONAL: Explore alternatives: SHEG’s SC3, APPARTS, etc.
- Webinar - October 7: “From Reform to Self-Advocacy” History of People with Disabilities
 - Second Great Awakening; Veterans; Charitable Institutions; Eugenics; Occupational Training; and Civil Rights
- Work on Course Project: Participants explore lesson plan topics.

WEEK 2: Historical Thinking through Primary Sources

Week 2 (October 8-14)

- Inquiry: End Goal AND Strategy for Accessibility:
 - Model of investigation based on primary sources.
 - Teaching students to ask meaningful and pertinent questions.
- History of People with Disabilities- reflect on Webinar
 - How can history of people with disabilities be incorporated in your curriculum?
 - How can disability be represented in the lesson plan you develop?
- Work on Course Project: Choose learning goals. Draft guiding question(s). Begin to build text set.

WEEK 3: Getting to Know Your Students

Week 3 (October 15-21)

- Students with Disabilities in American Classrooms
- Webinar - October 15: Alison Noyes -
- Literacy and Inquiry: Make and support claims with solid reasoning and evidence.

- Online Activities and Discussion: “Making & Supporting Historical Claims”
- Assessment Strategies. Scaffolding. Choices. Transferable academic vocabulary.
- Work on Course Project: Write assessments. Complete text set.

WEEK 4: Making Your Curriculum More Accessible

Week 4 (October 22-28)

- Strategies to Make Sources Accessible
 - Tools for making complex texts accessible:
 - Excerpt. Translate.
 - Digital tools.
 - Review accessible curriculum resources.
 - Bricks-and-Mortar Vocabulary Strategy.
 - Multiple Intelligences.
 - Mental Frameworks: Timelines. Maps. Themes.
 - Thinking Maps and other graphic organizers.
 - Scaffolding.
- Work on Course Project: Write lesson procedures. Complete Universal Design for Learning grid. Complete Bricks-and-Mortar Vocabulary grid.

WEEK 5: Applying Strategies for Access to Inquiry

Week 5 (October 29 - November 4)

- Apply Tools of Access to Existing Curriculum.
- Work on Course Project: Complete lesson draft and share it with classmates. (Due date: Nov. 4.)
- Apply Strategies for Accessibility: Teach your students using any one or more access strategies that are new to you. (Due date: Nov. 4.)

WEEK 6: Reflecting on Inquiry and Access

Week 6 (November 5-11)

- Synthesize concepts and strategies of accessibility.
- Work on Course Project: Revise lesson based on input from classmates. Complete final product.

WRAP UP:

- Finish Assignments (November 18) - Submit lesson. Due date for all assignments.

COURSE REQUIREMENTS

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

- Complete assigned readings by due dates, including readings prior to first class.
- Participate in Library of Congress Teaching with Primary Sources (TPS) Teachers Network. Post a response to a reading in the Disability History Group.
<http://tpsteachersnetwork.org/register>
- Create or enhance an inquiry-based lesson incorporating Disability History and historical thinking skills into the curriculum.
 - a. Feature a key question that can be addressed through the primary and secondary sources in the lesson (including sources from the Library of Congress), and pertinent tools of analysis.
 - b. Use Library of Congress Primary Source Analysis Tool (Observe-Reflect-Question) and write prompts for a primary source (on Disability History) of appropriate difficulty and complexity to fully engage all of the candidate's potential students.
- Apply to lesson key strategies for Universal Design, use of technology, and effective instruction for students with disabilities, including focused vocabulary, contextual content, reading complex texts, and writing historical and cultural content.

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 rcain@collaborative.org to propose a plan to make up work. See due dates in **Canvas**.

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; including: word-processed with no spelling or mechanical errors, with proper citations in APA style for all secondary sources, and: title, year, creator, URL, thumbnail image (for all visuals), and annotation for each primary source.

- Complete assigned advanced readings.
- Participate in Library of Congress Teaching with Primary Sources (TPS) Teachers Network. Post a response to a reading in the Disability History Group.
<http://tpsteachersnetwork.org/register>
- Attend and participate fully in all face-to-face sessions.
- Create or enhance an inquiry-based lesson incorporating Disability History and historical thinking skills into the curriculum.
 - a. Feature a key question that can be addressed through the primary and secondary sources in the lesson (including sources from the Library of Congress), and pertinent tools of analysis.
 - b. Using the Library of Congress Primary Source Analysis Tool, write prompts (under Observe-Reflect-Question) for a primary source on Disability History, that are of appropriate difficulty and complexity to fully engage all of the candidate's potential students.
- Apply to lesson key strategies for Universal Design for Learning (UDL), use of technology,

family engagement, and effective instruction for students with disabilities in vocabulary, contextual content, and reading; and suggested roles for teachers and paraprofessionals in Special Education.

Grading Criteria	Percent of Grade
Posts to TPS Network.	35%
Written inquiry-based lesson, using primary sources, including 5-6 primary sources from Library of Congress.	25%
Questions for primary source analysis tool.	5%
Apply to lesson key strategies, including Universal Design for Learning, for effective instruction of students with disabilities in the chosen content of History-Social Science-Humanities.	30%
Final Reflection: a) Post to TPS or Upload a 2-minute video or podcast with b) your final reflection or c) describing the lesson plan created for the course, showcasing methods, and one or more of the primary sources.	5%

Evaluation/Grading:

A	95-100
A-	89-94
B+	85-88
B	80-84
F	0-79

ACADEMIC HONESTY Please go the following link

(<http://www.westfield.ma.edu/prospectivestudents/campuslife/studenthandbook/academiclife/academichonestypolicy/>) and become familiar with the Westfield State University Academic Honesty Policy. This is YOUR RESPONSIBILITY.

Access to Westfield State University academic record online / requesting transcripts

Once grades have been submitted and entered, students who enrolled for graduate credit may request a transcript by printing and mailing the [Westfield State Transcript Request form](#). If you want to be able to log in to view your Westfield State record online (or do not want to send your social security number on the Transcript Request form), you may call the Graduate Office (413-572-8020), and they will provide your WSU student ID number.

Rubric for Assessing Inquiry-Based Lesson

Criteria	Exemplary	Proficient	Emerging	No Credit
Address Disability History	Lesson supports in-depth exploration of a substantial topic of Disability History.	Lesson addresses a substantial topic of Disability History.	Lesson addresses Disability History.	Ignores Disability History.
Use primary sources to promote inquiry. (See TPS Lesson Plan Guidelines, below.)	Lesson demonstrates critical examination of primary sources, including from Library of Congress; requires students to use elements of historical inquiry in their analysis of primary sources. Students must develop questions for further investigation.	Lesson integrates one or two related primary sources from Library of Congress in a lesson that demonstrates basic inquiry strategies. Students develop questions based on the primary sources.	Lesson includes one or two primary sources from the Library of Congress. Students answer questions about the primary source.	This lesson could easily be taught without primary sources.
Linking objectives, standards and documents	Stated learning objectives of content, specific literacy skills from state standards, use of primary sources—all linked in cohesive, sophisticated way.	Learning objectives stated; topics from state standards and literacy skills generally linked to primary sources.	Learning objectives stated; topics from the content and to literacy skills are marginally related to lesson.	Learning objectives and standards are missing or do not link to activity.
Universal Design	Lesson thoroughly, thoughtfully, and effectively incorporates components of Universal Design for Learning across all four domains and in all three aspects of lesson. UDL checklist complete and fully explained.	Lesson incorporates components of Universal Design for Learning across all four domains and in all three aspects of lesson. UDL checklist complete and explained.	Lesson includes elements of Universal Design for Learning. UDL checklist at least partially complete.	Lesson does not include elements of Universal Design for Learning. UDL checklist not done.
Lesson Assessment	Assessment links directly to the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment connects to most of the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment and learning objectives have loose or unclear connections. Assessment does not measure proficiency in the stated objectives.	There is no connection between assessment and learning objectives.

Rubric for Assessing Posts to Course Discussions

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Comments, Essays, and Reviews	Posts thoughtfully address the assignment, including comments on peer posts. Posts are on time, and are reasoned, insightful, articulate, well written, and demonstrate an awareness of the audience.	Posts address the assignment, including comments on peer posts. Posts are on time, show careful thought, include insights, are reasonably well written, and are appropriate for the audience.	Posts attempt to respond to the assignment, including comments on peer posts. Posts are usually on time, and attempt to be thoughtful or insightful, but are not well-written or aware of the audience.	Posts are missing. Posts do not respond to the assignment, are not or are rarely submitted on time. Posts are unclear and/or are inappropriate for the audience.
Content	Assignment and forum postings are factually correct, make a substantive contribution, and refer to the literature and to personal and professional experiences in a way that supports the argument or the point.	Assignment and forum postings are generally accurate, make a contribution, and usually refer to the literature or to personal and professional experiences in an effort to support the argument or the point.	Assignment and forum postings may be accurate, and may make a contribution, but rarely refer to the literature or to personal and professional experiences to support the argument or the point.	Assignment and forum postings are not accurate, do not make a contribution to class understanding, and do not refer to the literature or to personal and professional experiences.

Library of Congress Teaching with Primary Sources (TPS) Lesson Plan Guidelines (2012)

TPS lessons engage students, promote critical thinking, and build content knowledge.

Exemplary lessons demonstrate all of the following approaches:

- Supports inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Models primary source analysis that includes observing, reflecting and questioning
- Uses primary sources that connect to the subject/topic under study
- Presents primary sources in a historically accurate context
- Provides for students of varying abilities, learning styles and interests to learn with primary sources
- Requires students to demonstrate knowledge or skills gained from the analysis of primary sources

RESOURCES & ADDITIONAL BIBLIOGRAPHY

COURSE GOOGLE FOLDER AND OTHER ADDITIONAL ESSENTIAL RESOURCES

Resources will be available in a Google Folder. Candidates will upload assignments to [course Google Folder](#). Address and access available via email rcain@collaborative.org or anoyes@collaborative.org. Instructions will also be given to access the Library of Congress TPS Network. <http://tpsteachersnetwork.org/register>.

Resources for Teachers at the Library of Congress. <http://loc.gov/teachers>. Additional resources available at <http://EmergingAmerica.org/tps>.

REQUIRED TEXTS (Online or in [Readings](#) folder.)

Standards

- *College, Career and Civic Life (C3) Framework for Social Studies State Standards*. National Council for the Social Studies. (2013). Accessed 1.8.2019. <http://www.socialstudies.org/c3>
- As an implemented example, Massachusetts current frameworks: <http://www.doe.mass.edu/frameworks/current.html>, including
 - Massachusetts History and Social Science Curriculum Framework. (2018). Accessed Jan 2019 from <http://www.doe.mass.edu/frameworks/hss/2018-12.pdf>
 - Massachusetts English Language Arts and Literacy Framework (Grades Pre-Kindergarten to 12). (2017). *Massachusetts Curriculum Frameworks*. Accessed Jan 2019, from <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>
- Candidates' own state's most current social studies standards or framework

Pedagogy, Historical Thinking, & Curriculum Reading List

- CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org> <http://www.udlcenter.org/aboutudl/udlguidelines>.
- Collaborative for Academic, Social, and Emotional Learning (CASEL) <http://www.casel.org>. *Effective social and emotional learning programs*. (2015). Accessed Jan. 10, 2019. <https://casel.org/middle-and-high-school-edition-casel-guide/>
- Gonzalez, J. (10.2.2016) Is your classroom academically safe? Accessed 01.08.2019. <http://www.cultofpedagogy.com/academic-risk-taking/>
- Land, M.K. (May 3, 2011) "Five Simple Techniques to Incorporate Social and Emotional Learning" Accessed 01/08/2019. <https://www.edutopia.org/blog/social-emotional-learning-education-sel-mary-kate-land>
- Swanson, E. et al, [Engaging Students with Disabilities in Text-Based Discussion: Guidance for General Education Social Studies Classrooms](#). TEACHING Exceptional Children, Vol. 51, No. 4, pp. 305-312. March/April 2019.
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice*. 5(3), 36-45.

Historical Content Reading List

- Argetsinger, J., & Q. LaLonde. (2015). "Disability History: What contributed to a growing understanding and awareness of people with disabilities?" Essay introducing Primary Source Set from EmergingAmerica.org. Retrieved 01/08/2019.
<http://emergingamerica.org/resource/disability-history/>
- Baynton, D. (2001). "Disability and the Justification of Inequality in American History" Disability History Museum. Retrieved 01/08/2019.
<http://www.disabilitymuseum.org/dhm/edu/essay.html?id=70>
- Library of Congress online resources on Disability History:
 - National Disability Awareness Month <https://www.loc.gov/disabilityawareness/>
 - Topics in Chronicling America: The Early American Eugenics Movement <https://www.loc.gov/rr/news/topics/eugenics.html>; Helen Keller <https://www.loc.gov/rr/news/topics/keller.html>.
- Schur, L., Kruse, D., & Blanck, P. D. (2013). Introduction: Models of disability. *People with disabilities: Sidelined or mainstreamed?* (pp. 8-13). New York, NY: Cambridge University Press.
- Scotch, R. K. (2001). American Disability policy in the twentieth century. In *The new disability history* (pp. 375-392). New York, NY: New York University Press.

Required Online Resources

(Additional materials may be added during the course.)

- CAST. Universal Design for Learning (UDL) 2010 intro. 4:32 Minutes.
<https://www.youtube.com/watch?v=bDvKnY0q6e>
- Disability History Museum <http://www.disabilitymuseum.org/>
- [EmergingAmerica.org/TPS](http://emergingamerica.org/TPS)
 - Accessing Inquiry <http://emergingamerica.org/accessing-inquiry/>
 - Disability History lesson plans. Search in Teaching Resources library for "Disability": <http://emergingamerica.org/teaching-resources/>
- Library of Congress <http://loc.gov>
 - Library of Congress Teachers Page: <http://LoC.Gov/teachers>.
 - Intro. to the Library of Congress YouTube page - teachers videos: <http://www.loc.gov/teachers/professionaldevelopment/videos/?loclr=blogtea>
- Massachusetts Department of Elementary and Secondary Education. Definitions of Disabilities: <http://www.doe.mass.edu/sped/definitions.html>
- The Power of 504. 18:20 minutes. <https://www.youtube.com/watch?v=SyWcCuVta7M>

Recommended Resources

Historical Thinking

- Donovan, S., & Bransford, J. (2005). *How students learn: history in the classroom*. Washington, DC: National Academies Press. pp. 1-27. Print.
http://www.nap.edu/catalog.php?record_id=11100
- Stanford History Education Group (SHEG). Especially "Thinking Like a Historian."
<http://sheg.stanford.edu/>
- Stripling, B. (n.d.). Teaching inquiry with primary sources. *TPS Quarterly*. Summer, 2009. Accessed January 2, 2020, from

http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html

- Wineburg, S. (2011). *Reading Like a Historian*. New York: Teachers College Press.

Disability History

- Longmore, P. K., & Umansky, L. (2001). *The new disability history: American perspectives*. New York: New York University Press.
- Nielsen, K. E. (2012). *A disability history of the United States*. Boston: Beacon Press.
- Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.

Pedagogy

- Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, Me.: Stenhouse.
- Lintner, T., & Schweder, W. (2011). *Practical strategies for teaching K-12 social studies in inclusive classrooms* (International Social Studies Forum). Charlotte, NC: Information Age Pub.
- Massachusetts Department of Elementary and Secondary Education: Parents Guide to legal rights & procedures in Special Education. <http://www.doe.mass.edu/sped/prb/>
- Minarik, D., & Lintner, T. (2016). *Social studies & exceptional learners* (115th ed., NCSS Bulletin). Silver Spring, MD: National Council for the Social Studies.

FURTHER RECOMMENDED READINGS:

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 http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/
2. Cairn, R. (n.d.). Primary sources: at the heart of the Common Core State Standards. *Teaching with Primary Sources Journal*. Retrieved February 4, 2019, from http://www.loc.gov/teachers/tps/journal/common_core/article.html
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 http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/article.html
4. Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.
5. Wineburg, S. (2010). Historical thinking: memorizing facts and stuff? *TPS Quarterly*. Retrieved April 17, 2014, from http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html