2022-2023 Three-Credit Hour Course: Incorporating Primary Resources in Social Studies

▸ **Audience:** *Active West Virginia Teachers/Educators*
▸ **Type:** *Self-Paced with Rolling Enrollment*
▸ **Enrollment:** *September 1, 2022 - April 14, 2023*
▸ **Duration:** *September 1, 2022 - May 19, 2023*

Description: There is a tremendous wealth of web-based resources that support active learning and primary research in the middle and high school social studies classroom. Participants in this course will explore the range of available resources including newly accessible collections of original documents, vast reservoirs of secondary historical information, and online resources designed to support social studies teachers in curriculum development. Participants will consider effective research strategies and engage in critical analysis of web resources. Participants will complete the course having developed a collection of project ideas to serve their particular curricular goals and having completed a lesson plan which incorporates primary resources into your classroom.

Course Goals:

▸ *Understand what primary and secondary sources are and then determine similarities and difference between the two.*

▸ *Locate the West Virginia Standards for social studies and analyze how these Standards address primary sources at specific grade levels.*

▸ *Create a grade appropriate resource for students to explain primary and secondary sources.*

▸ *Develop strategies for finding primary sources.*

▸ *Search for websites that include primary sources.*

▸ *Evaluate primary source documents for use in the classroom.*

▸ *Understand the value of oral history as a primary resource.*

▸ *Understand how students can participate in the oral history process.*

▸ *Explore how oral history enhances the learning of history.*

▸ *Explore online resources that offer oral histories.*

▸ *Develop an oral history project for your students.*

▸ *Understand the importance of letters, diaries, journals, and images in the preservation of historical events.*

▸ *Develop activities for students to understand the value of personal accounts and images in studying social studies.*

▸ *Understand how to use WebQuests with online collaborative learning activities.*

▸ *Open a Zunal account for formatting a WebQuest.*

▸ *Discover current WebQuests created for social studies with a focus on primary source documents.*

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▸ *Evaluate the use of WebQuests and formulate ideas to use them with students.*

▸ *Initiate the creation of a social studies WebQuest using primary sources.*

▸ *identify strategies to adapt and modify primary sources to make them more appropriate for students,*

▸ *Evaluate the idea and practice of modifying and adapting primary sources.*

▸ *Compare and contrast an adapted primary source to the original source.*

▸ *Adapt a primary source to meet specific instructional needs*

Session Overviews

▸ Session 1 – Teacher and Students Become Historians

Primary and secondary sources can be very valuable when teaching and learning history. In this session you explore and understand what primary and secondary sources are, locate and analyze primary sources necessary to teach individual grade levels in WV, and create a grade appropriate resource for students explaining primary and secondary sources. You complete three (3) tasks to prepare you to create your Session One Project. These tasks include watching a video about primary sources, doing a comparison of primary and secondary sources, and analyzing WV Standards to find needed primary sources at a certain grade level. For your Session One Project, you develop a student resource to provide your students information about primary and secondary sources.

▸ Session 2 - Finding and Evaluating Primary Sources on the Web

Primary source documents add a touch of personal history to any lesson. They can take a boring lesson and turn it into a walk-through history. Where do you find them and how do you know they are accurate? In this session you complete three (3) tasks. You learn strategies for finding primary sources. You also look at some websites that have primary source documents to show you the places that you can look for the documents. At the end of the session, you learn how to evaluate primary sources to ensure the documents your students are looking at are good primary source documents. In your Session Two Project, you demonstrate how you incorporate what you have learned into your classroom.

▸ Session 3 - Exploring Primary Sources in Oral History

Listening and speaking to those who lived the great events of history such as the Great Depression or a soldier in the Vietnam War aids in making history come alive and becoming more meaningful to the student. In this session you learn the value of oral history in the social studies classroom, and how it enhances the study and understanding of history. You explore how students can conduct their own oral history projects and how to find the resources for these projects. The readings address best principles and practices as well as give examples of student oral history projects. The tasks help you gather resources for your students to use in an oral history project and help you get started so that you can complete an oral history project for your students.

▸ *Session 4 –Exploring Primary Sources in Letters, Diaries, Journals and Images*
Letters, diaries, journals, and images are personal primary sources. If anyone has visited the Alamo, letters written by the men surrounded and inevitably going to perish are on display and give those of us today a heart-wrenching, vivid account of their experience. Presently, with Facebook, Twitter, and texting, events chronicled will disappear. In this session participants learn the importance of teaching students to appreciate these primary sources and learn to value how they can be used to preserve present day events for the future studying of social studies. Teachers learn how to examine these resources with their students and develop activities for them to use in the classroom.

▸ *Session 5 – Inquiry Web-Based Learning - WebQuests*
WebQuests, with primary sources, are inquiry-oriented activities in which some or all of the information comes from interesting primary documents and media on the Internet or hard copies. You interact with authentic pieces of text and media such as letters, etc. to increase student engagement and critical thinking about a topic. In this session you learn how WebQuests are created though the incorporation of primary source documents. You become aware of the importance of focusing the students' attention and intriguing their minds to analyze and think meaningfully about the tasks and sources by evaluating several online WebQuests. You create the beginning of a WebQuest using clearly identified tasks with primary documents written by and/ or about individuals/ groups who experienced the events in history.

▸ *Session 6 – Adapting and Modifying Primary Sources*
In this session you learn about the importance of adapting and modifying primary sources so that all students can access and learn from these documents. You learn different strategies to use in your classroom to help students understand a primary source. The readings, video, and tasks give many examples of adapted or modified primary sources. In one task you compare an adapted primary source to the original. You also evaluate what strategies you feel will be useful for your students. For your Session Six Project, you create a lesson using an adaptation of a primary source that you created focusing on specific students in your classroom.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.