

2014 Summer Teacher Institute Syllabus



Target Audience

This Institute is intended for in-service and pre-service teachers and librarians of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this program, the participant must:

- be familiar with elementary, middle, or high school educational content;
- have a demonstrated interest in learning strategies for incorporating primary sources into instruction;
- have access to a classroom or group of students in order to complete an activity plan;
- provide own wireless-enabled laptop for the duration of the Institute;
- complete two online self-paced modules from the Library of Congress;
- be available to participate in an online meeting three to six months after attending the week-long Summer Teacher Institute.

Institute Description

Each year, the Library of Congress provides the opportunity for selected K-12 educators to attend one of its Summer Teacher Institutes in Washington, D.C. During the five-day program, participants work with Library of Congress education specialists to learn best practices for using primary sources in the K-12 classroom, while exploring some of the millions of digitized primary sources available on the Library's Web site.

After participating in the Summer Teacher Institute, participants will be able to:

- describe examples of the benefits of teaching with primary sources;
- analyze a primary source using Library of Congress tools;
- analyze primary sources in different formats;
- analyze a set of related primary sources in order to identify multiple perspectives;
- justify their conclusions about whether a source is primary or secondary depending upon the time or topic under study;
- draw on a variety of primary source analysis strategies to meet their classroom needs;
- access primary sources and primary source teaching tools from loc.gov/teachers and loc.gov;
- identify key considerations for selecting primary sources for instructional use;
- facilitate a primary source analysis using Library of Congress tools;
- demonstrate how primary sources can support at least one teaching strategy;
- create a primary source-based activity that helps students engage in learning, develop critical thinking skills, and construct knowledge;
- reflect on their learning, both in writing and discussion and draw on their reflections to refine their teaching practice.

2014 Summer Teacher Institute Syllabus

Instructor/Facilitator

Educational Resource Specialists from the Library of Congress

Graduate Credit

George Mason University offers a history graduate credit option for this Institute. For course requirements and additional information, visit the course website: <http://chnm.gmu.edu/twps/>.

Contact Hours

This course will take approximately 55 hours to complete: 3 hours prior to the Institute, 39 during the week-long Institute at the Library, and 13 post-Institute. Participants will receive a certificate for 55 hours after implementing their activity, submitting the final reflection paper, and participating in the debrief webinar.

Requirements

Learners are expected to:

- attend all scheduled activities;
- complete all assignments, both onsite and in their instructional setting;
- engage in Institute activities and discussions with fellow learners;
- submit final written reflection and participate in post-Institute webinar.

Technical Requirements

- wireless capable laptop or other portable computing device;
- word processor and Internet browser, ability to play Flash;
- email.

2014 Summer Teacher Institute Syllabus

Course Sequence

Day 1

Learners will:

- Describe the benefits of teaching with primary sources;
- Analyze a primary source using Library of Congress tools;
- Justify conclusions about whether a source is primary or secondary depending on the time or topic under study;
- Access teaching tools and primary sources from loc.gov/teachers.

The day includes time to connect personally with primary sources and activate both prior knowledge and new ideas about how to teach with primary sources; define professional goals and expectations for the Institute; analyze a photograph from the Library's collections; learn strategies for using the Library's Primary Source Analysis Tool; understand the differences between observations and inferences; consider the differences between primary and secondary sources; and learn about the resources available at www.loc.gov/teachers.

Read:

- "Making Thinking Visible" by Ron Ritchhart and David Perkins

Day 2

Learners will:

- Identify visible thinking strategies for use with primary sources through a sample map analysis;
- Identify characteristics of primary sources to consider when selecting items for classroom use;
- Conduct basic online searches for digitized Library primary sources;
- Access primary sources and teaching materials from loc.gov for instructional use;
- Develop an activity plan to implement in the classroom integrating digitized primary sources to engage students, help them think critically, and construct knowledge.

This day includes time to analyze a map; apply visible thinking strategies and ways to incorporate visible thinking into teaching practice; assess criteria for selecting primary sources to use in instruction; visit with Library of Congress subject matter experts to build understanding about the Library's collections; search for and access primary sources from the Library of Congress; and begin to develop a primary source activity plan that integrates the use of digitized primary sources to help students engage in learning, develop critical thinking skills, and construct knowledge.

Read:

- "Thinking Like a Historian" by Sam Wineburg

2014 Summer Teacher Institute Syllabus

Day 3

Learners will:

- Access professional development tools on the Library’s website;
- Facilitate a primary source-based activity;
- Identify strategies for historical thinking using primary sources in the classroom;
- Identify how the analysis and investigation of multiple primary sources helps students identify different perspectives, think critically, and construct knowledge.

This day includes time to analyze a set of primary sources and apply historical thinking strategies; review professional development tools on the Library’s Teachers page and brainstorm ideas for sharing with other educators; analyze a set of primary sources and consider strategies for identifying different perspectives and building content knowledge; facilitate a primary source analysis with grade-level peers; conduct independent research in the Library’s collections and continue working on the primary source activity plan.

Read:

- “The Stripling Model of Inquiry” by Barbara Stripling

Day 4

Learners will:

- Identify ways that using primary sources can support the inquiry process
- Develop strategies for using secondary texts alongside primary sources and designing student products that demonstrate learning

This day includes time to explore strategies to help students engage in learning, develop critical thinking skills, and construct knowledge; consider how primary source analysis supports the inquiry process and can be used effectively in lessons alongside secondary texts; create sample student products; share primary source activity plans with grade-level peers and solicit feedback; conduct independent research in the Library’s collections and continue working on the primary source activity plan.

Day 5

Learners will:

- Finalize an activity plan to implement in the classroom;
- Evaluate and make recommendations to improve the proposed use of primary sources to engage students, support critical thinking, and construct knowledge.

This last day includes time to share and give feedback about primary source activity plans to the entire group through a gallery walk-and-talk activity; evaluate the strengths of the Institute content; and discuss next steps for completing the Institute’s requirements.

2014 Summer Teacher Institute Syllabus

Post-Institute Final Reflection and Webinar

Dates: To Be Determined

Participants will implement their activity in their instructional setting; write and submit a two-three page reflection paper about the process; and participate in a debrief webinar. The reflection paper will include:

- Highlights from the process of creating and implementing an activity plan using digitized primary sources;
- A description of the procedures in the activity, with an emphasis on the primary source analysis implemented in the classroom;
- Appraisal of the effectiveness of the activity for students, including specifics on how the activity helped students to be engaged, think critically, and construct knowledge;
- An evaluation of the ways the Institute content did or did not meet participant goals.