Please complete all areas of this form. Syllabi should be submitted at least 60 days before the start date for approval. Syllabi will not be posted or submitted for approval until all required information is received.

Course Information

Course Title:	Bringing History to Life through Primary Sources and Historical Fiction
Course Description: (Please provide a brief description of the content as it would appear in our catalog. Course objectives or top features of the course are suggested.)	Participants will be introduced to the variety of resources in two major sources of primary documents for the K-12 classroom: the American Memory Collection from the Library of Congress and the National Archives and Records Administration (NARA). They will learn how to search these vast collections, receive tools for evaluating primary documents to use with their students, and study already-created lesson plans and other classroom materials using these resources. In addition, participants will be introduced to various nonfiction and historical fiction trade books that can serve to further enrich their classroom instruction. Participants will then apply what they are learning and the resources they find to create activities for a differentiated, inquiry-based unit that they will use in their own classroom. Participants will also be given links to additional reliable sources of primary documents. Participants should bring their students' lexile measures or reading levels if this information is available.
Additional Costs (if any): *Please list any costs for fees, food, materials, etc.*	
Deadline: *Deadline must be at least 7 days before the start date of the class.*	July 3
Dates:	July 10, 11, & 12 from 9:00-4:15 July 15 from 9:00-4:15 August 5 from 9-12
Times:	July 10, 11, & 12 from 9:00-4:15 July 15 from 9:00-4:15 August 5 from 9-12
Assignments Due: *Grades are due in My Learning Plan 2 weeks after last class session unless Assignments Due date is noted. Then grades are due 2 weeks after Assignments Due date.*	All assignments are due no later than August 31 unless arrangements are made in advance for extenuating circumstances.
Location/Room Number: *Room arrangements must be made prior to submitting syllabus. Please contact Anne Aney at ext. 1211 to arrange GPAEA rooms in Burlington or Christy Staton at ext. 5001 for rooms in Ottumwa.*	

Great Prairie
AREA EDUCATION AGENCY

Instructor Information:

Name:	
Address:	
Email:	
Telephone Number:	

Facilitator/Presenter:

Name:	
Address:	
Email:	
Telephone Number:	

	YES	NO
Does Great Prairie have your vita/resume on file? *If no, please submit a current vita/resume with the syllabus. Syllabi will not be submitted for approval until this is received. Viterbo also requires official graduate transcripts be sent to them. For more information contact the PD office.*	X	
Are you teaching this course as a part of your job/contract with Great Prairie?		X
Are you being paid out of a grant? *(If so, please explain here below)*		X
OR - Will you be requesting Professional Development instructor pay? *Instructor pay is not available for learning team or district specific classes.*	X	
Are you teaching this course as a part of the Professional Development Catalog?	X	
Is this course a learning team or district specific? *If so, please list district here below. Instructor pay is not available for learning team or district specific classes.*		X

	Minimum #:	Maximum #:
Enrollment: *(Must be at least 12 for PD instructor pay)*	12	25

Target Audience: *(Identify grade levels, teachers, administrators, special education, areas of concentration, etc.)*	This course is intended for teachers and para educators in grades 3-12.

Credit Hours:	Check ✔
1 Credit Hour *(15 Contact hours required)*	
2 Credit Hours *(30 Contact hours required)*	X
3 Credit Hours *(45 Contact hours required)*	

Course Focus:	Check if Applies ✔
Content	**X**
Pedagogy	**X**
Technology	**X**

Materials/Printing/Supplies	YES	NO
Do you need materials ordered or printed? *If YES, please provide a list below, including ISBN numbers, quantity and directions if you need assistance to place this order or if participants are required to purchase a text. If printing and/or supplies are an extreme amount, additional fees may be attached to the course cost.* Nothing needs to be ordered. Printed: 25-30 pages maximum (usually less). The majority of handouts will be available through a wiki and articles are available through Gale (IowaAEAOnline).		

Resources/Bibliography: *Please list all print and online sources. This is required for graduate approval.*

Participants will read the following five articles available from *The Teaching with Primary Sources Journal* located at www.loc.gov/teachers/tps/quarterly/archive.html:
· Primary Sources: Gateways to Enhancing Critical Thinking, 1(2), Fall 2008.
· Engaging All Learners with Primary Sources, 2(1), Winter 2009.
· Thinking Like a Historian, 3(1), Winter 2010.
· Teaching Inquiry with Primary Sources, 2(3), Summer 2009.
· Project-Based Learning with Primary Sources, 4(1), Winter 2011.
They will also read the following 2 articles available from Gale's Academic OneFile:
· Isaacs, S. & Potter, L. A. (2008). The digital vaults. *Social Education, 72*(6).
· Hussey, M. (2011). Teaching with online primary sources: Documents from the National Archives: DocsTeach.gov from the National Archives. *Teaching History: A Journal of Methods, 36*(1), 34.
.

In addition, participants will choose a minimum of **five** other articles (activities) to read and blog about from the following links.

From Gale's Academic OneFile (available at www.iowaaeaonline.org)
· Anderson, M. A. (2009). The power of primary sources: Primary sources aren't just about history. Their use can enhance learning in all content areas and for students of all ages. The widespread prevalence of digital primary sources makes a greater range available and accessible to all. *Multimedia & Internet@Schools, 16*(6).
· Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan, 86*(10), 745-753.
· Brown, C. A. & Dotson, K. (2007). Using digital primary sources: A success story in collaboration. *Teacher Librarian, 35*(2), p. 29.

- Crew, H. S. (2008). Enhancing the curriculum using primary sources: Women engaged in war. *Teacher Librarian, 35*(3), p. 28.
- Dillard, B. R. (2010). African American women's voices: Using primary sources to introduce students to the Civil War. *Black History Bulletin, 73*(2).
- Eicher, D. J. (2007). Primary sources: Handle with care-but DO handle. *Writer, 120*(4), 34-37.
- McManus, J. M. (2008). A novel idea: Historical fiction and social studies. *Social Education, May/June supplement, 72*, 8-9.
- Villano, T. L. (2005). Should social studies textbooks become history? A look at alternative methods to activate schema in the intermediate classroom. *The Reading Teacher, 59*(2), 122-130.

From Gale's Educator's Reference Complete (available from www.iowaaeaonline.org)
Ash, K. (2011). Digitized historical documents give students direct access to the past; Schools now have direct access to thousands of primary sources. *Education Week, 30*(35).
·

Robelen, E. W. (2011). Primary sources breathe life into Civil War; Teachers are using firsthand materials and technology to bring deeper understanding of the era. *Education Week, 30*(28).
·

From ERIC on the Internet
Shiroma, D. (July, 2000). Using primary sources on the Internet to teach and learn history. ERIC Digest. ED442739. Available at http://www.eric.ed.gov:80/PDFS/ED442739.pdf.
·

From EBSCO (contact your public library for user name and password)
den Heyer, K. & Fidyk, A. (2007). Configuring historical facts through historical fiction: Agency, art-in-fact, and imagination as stepping stones between then and now. *Educational Theory, 57*(2), 141-157.
·

Drake, F. D. & Brown, S. D. (2003). A systematic approach to improve students' historical thinking. *The History Teacher, 36*(4), 465-489.
·

Eamon, M. (2006). A "genuine relationship with the actual": New perspectives on primary sources, history and the internet in the classroom. *The History Teacher, 39*(3), 297-314.
·

· Gustafson, C. (2006). Teaching primary & secondary sources: An earthshaking collaboration. *Library Media Connection, 25*(1), 26-27.
· Hopkinson, D. (2001). History must be seen. *Library Talk, 14*(5), 6-8.
Levy, P. B. (2004). Teaching the 1960s with primary sources. *The History Teacher, 38*(1), 9-20.
·

Nawrot, K. (1996). Making connections with historical fiction. *The Clearing House, 69*(6), 6 p.
·

Pomerantz, L. (2001). Bridging the digital divide: Reflections on 'teaching and learning in the digital age.' *The History Teacher, 34*(4), 509-522.
·

Slotkin, R. (2005). Fiction for the purposes of history. *Rethinking History, 9*(2/3), 221-236.

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From Google Scholar
Brown, S. D. (2009). History circles: The doing of teaching history. *The History Teacher, 42*(2).
.

Dutt-Doner, K. M.; Cook-Cottone, C. & Allen, S. (2007). Improving classroom
instruction: Understanding the developmental nature of analyzing primary sources.
Research in Middle Level Education Online, 30(6), 1-20.
.

Handouts from both the Library of Congress and NARA on using primary source
documents in the classroom will also be read. Participants will also examine a lesson plan
of their choice from American Memory and from NARA and conduct a search in Gale or
EBSCO to select and read **two** articles describing a lesson using primary sources. The
instructor will have additional sources for participants to examine from the AEA
Professional library and her own library on using primary source documents in the
classroom.

Rationale: (Adapted from indicators of quality, Chapter 17, IA Administrative Code, Renewal of Licenses)	
How will this course help teachers or practitioners improve student achievement?	Teachers need to be aware of online resources that can enrich their lessons as they develop units of study that are more rigorous and relevant. Primary and secondary source documents can help teachers differentiate lessons for all students while covering the same basic content.
How does this course help teachers or practitioners improve their practice, strategies, or information?	According to the Nation's Report Card (2001, p. 93), eighth graders whose teachers reported using primary sources on a weekly basis had higher average scores than those whose teachers reported doing so monthly or less frequently.

Course Objectives: *Please phrase the objective this way: "The participant will improve their think-aloud reading strategies by creating 3 new think-alouds at their grade level and evaluated by a rubric." i.e., (The participant will _____, as evaluated by _____.)*

The participant will . . .
1) Know the benefits of teaching with primary sources as evaluated by blog posts, lesson activities, and reflection paper.
2) learn to navigate the American Memory and NARA collections as evaluated by instructor observation during in-class activities and lesson activities.
3) locate and read children's literature that supports classroom content as evaluated by annotated bibliography.
4) create a variety of activities using primary and secondary sources for use in an inquiry-based differentiated unit of instruction as evaluated by the unit/lesson plan and reflection paper.

5) learn to use basic Web 2.0 tools as evaluated by instructor observation and blog/wiki posts.

Session Schedule: *Please list session-by- session content coverage. For grad credit, you must list detailed outside assignments and activities with estimated completion time. The outside activities and assignments must be equal to 1-2 hours of additional time per contact hour for Drake or Viterbo. Morningside requires 2 hours of additional time per contact hour.*

Day 1
• Introduction to Class and Participants
• Review Syllabus
• Activity: Leaving Evidence of Our Lives
• What Are Primary Source Documents?
• Why Use Primary Source Documents in the Classroom?
• How Do I Use Primary Source Documents in the Classroom?
• Overview of Library of Congress Website
• Activity: Found Poem
• Activity: Photo Analysis
• Browsing AEA Collection of Historical Fiction & Related Nonfiction and professional books on teaching with primary source documents

Day 2
• Discussion of Required Article 1
• Understanding the Inquiry Process
• Primary Sources and Inquiry
• Activity: Lincoln's Pockets
• Discussion of Required Article 2
• Activity: Perception through Photography
• Connecting with Primary Sources
• Activity: Analysis of Political Cartoons
• Browsing AEA Collection of Historical Fiction & Related Nonfiction and professional books on teaching with primary source documents

Day 3
• Discussion of Required Article 3
• Music as Historical Artifacts
• Overview of the National Archives Website
• Teaching with Documents (NARA)
• Discussion of Required Article 4
• Examining lesson plans available at Library of Congress and NARA websites
• Browsing AEA Collection of Historical Fiction & Related Nonfiction and professional books on teaching with primary source documents

Day 4
• Discussion of Required Article 5
• Exploring American Treasures
• Activity: Book Backdrops
• Activity: PSI
• NARA Critical Thinking Resources
• Sharing of Elective Articles on lessons using primary source documents
• Sources of additional online primary source documents

Day 5
• Sharing of learning from Elective Articles
• Presentations of Work

Outside of Class Work
- **Book Drop Slide:** Explore web resources. Create 1 book drop slide with short in-class presentation (to share what was found) and short narrative paper of why the items in the book drop were chosen. *(6 hours total – 5 hours explore + 1 hour to create)*
- **Lesson/Unit Plan:** Create 1 lesson (or unit) plan around a theme incorporating various genres of literature and primary sources to differentiate instruction (**Note:** Participants may choose to enhance a lesson or unit already being taught in their curriculum. They do not have to develop an entirely new unit unless they choose to do so.) *(5 hours)*
- **Annotated Bibliography:** Create 1 annotated bibliography of materials to support the lesson or unit plan (minimum of 10 items) *(25+ hours)*
- **Blog Posts/Responses:** 7 blog posts and responses to other class member's posts on articles read outside of class *(3 hours)*
- **Creative Activities:** 2 creative activities (for example, NARA's pathway, movie or poster; a prezi; an IWB presentation of choice) to use in your unit. Explore web resources. *(20+ hours)*
- **4 Library of Congress online modules:** Introduction to the Library of Congress, Supporting Inquiry with Primary Sources, either Analyzing Primary Sources: Photographs or Analyzing Primary Sources: Maps, and Finding Primary Sources. These are available at http://www.loc.gov/teachers/professionaldevelopment/selfdirected/. Print out the certificate when completed and include a good-sized (250 word minimum) narrative of what you learned and how it could be applied in your classroom instruction.
- **Reflection Paper:** (minimum of 1 page, double spaced) that discusses what was learned, how it was/will be implemented, and results with students (what went well, what you would change next time, etc.) *(2 hours)*
- **Articles:** 14 articles *(7 hours)*

Please check the appropriate Iowa Teaching Standards that will be addressed *(If this is being provided to administrators, please reference the Iowa Leadership Standards):*

STANDARD	Check if Applies ✔
Standard 1 Enhance academic performance to meet district goals.	x
Standard 2 Content knowledge appropriate to the position.	x
Standard 3 Competence in planning and preparation.	x
Standard 4 Uses strategies to meet the needs of students.	
Standard 5 Uses a variety of methods to monitor learning.	x
Standard 6 Competence in classroom management.	
Standard 7 Engages in professional growth.	x
Standard 8 Fulfills the professional responsibilities of the school district.	

Please check the appropriate Standards of Service that apply to this course:

STANDARD	Check if Applies ✔
School-Community Planning	
Professional Development Services	x
Curriculum, Instruction and Assessment Services	x
Multi-Cultural/Gender Fair	
Diverse Learning Needs of All Children and Youth	
Inclusive Schools	
Media Services	x
School Technology	x
Leadership	
Management Services	

	YES	NO
Will you need specific technology? *If you need technology or computer lab, please call Jane Broeg at 1258 in Burlington or Cathy Humble at 5250 in Ottumwa.*	X	

	TYPE	%
How will you deliver instruction? *Please provide percentage of time; the total can add to more than 100%*	Direct Instruction	20
	Interactive Learning	25
	Technology Usage	50
	Reflection	5

How will you evaluate the participants? *Refer to course objectives and provide details on how a grade will be attained. Example: 50 points by project rubric, 10 points by class participation, 40 points by class presentation, 25 points for group work as measured by a rubric.*

Product/Assignment	Points
Participation in in-class activities	20
Blog posts and responses	20
Book drop slide with narrative	20
2 creative activities with narrative (20 points each)	40
Lesson (unit) plan	20
Annotated bibliography	20
Library of Congress Modules	40
Reflection paper	20

Rubric: *Rubric must be included for graduate credit approval.*

Rubric for In-Class Activities (20 points)

20 points	15 points	10 points	5 points
In class and fully participates at each of the discussion and sharing opportunities.	In class and participates in all discussion and sharing opportunities with minimal input.	In class and participates about half the time in discussions and sharing opportunities.	In class but rarely participates. Works on other things. Little or no related sharing.

Rubric for Blog Posts and Responses (20 points)

20 points	15 points	10 points	5 points
Uses personal experiences, understanding of subject, and readings to make connections and draw original conclusions to enhance posting. Writing engages audience. Asks thoughtful questions and poses thought-provoking ideas. Good mechanics and grammar. Responds to a minimum of one other person's post each time with thoughtful comments.	Makes connections and draws reasonable, original conclusions from the activities and readings to enhance posting. Writing is OK with very few mechanical or grammatical errors. Sometimes asks questions to encourage audience to respond. Responds to a minimum of one other person's post each time with some thought.	Makes connections and draws conclusions from the activities and readings, but sometimes they are not grounded in the content presented. Tries to address audience's questions and concerns. A few grammatical and/or mechanical errors. Responds to at least one other person's post each time but does so in a perfunctory manner with little interaction.	Original conclusions from the activities and readings are not made. Posting just repeats information found in reading. It sounds as though writer is just completing an assignment. Lots of grammatical or mechanical errors. Rarely responds to another person's post or does so with minimal apparent thought.

Rubric for Book Drop Slide and 2 Creative Activities (20 points each)

20 points	15 points	10 points	5 points
Demonstrates consistent effort to integrate new information. Comprehensive. High quality links and activities appropriate for intended students. No typographical errors or non-working links. All components are present with an attractive design, following basic design principles. Includes	Demonstrates effort to integrate new information. Only one or two typographical errors. Links and activities are appropriate for intended students. Links work. All components are present in an attractive design. Includes narrative of process and reasoning of why items were selected. Good example of quality	Demonstrates some effort to integrate new information. Fewer than five typographical errors. Most links work but some are inappropriate for intended students. Some parts of the activities are not appropriate. Missing some components. Design is OK but could be improved. Narrative of process and reasoning of	Minimal effort to integrate new information. More than five typographical errors. Links do not work and/or are inappropriate for intended students. Does not follow basic principles of good design. Activities are not appropriate for intended students. Missing most components. Narrative of process and reasoning of

narrative of process and reasoning of why items were selected. Exemplary example of quality professional work.	professional work.	why items were selected is present but sketchy.	why items were selected is missing or extremely sketchy.

Rubric for Lesson (Unit) Plan

20 points	15 points	10 points	5 points
Demonstrates consistent effort to integrate new information. Extremely comprehensive. No typographical errors. Well thought out, thorough, and appropriate for intended students. All components are present including differentiation. Exemplary example of quality professional work.	Demonstrates effort to integrate new information. No typographical errors. All components attempted and, for the most part, well thought out, complete, and appropriate for intended students. Good attempt at differentiation. Good example of quality professional work.	Demonstrates some effort to integrate new information. Only one or two typographical errors. A few of the components are not complete. Shows minimal thought. Lesson (unit) is suited for intended students but only some attempt at differentiation. Minimal example of quality professional work.	Minimal effort to integrate new information. More than three typographical errors. Very sketchy work. Many of the components are missing or only slightly attempted. Not well thought out and/or not suited for intended students. No attempt at differentiation. Very poor example of professional work.

Rubric for Annotated Bibliography

20 points	15 points	10 points	5 points
Demonstrates consistent effort to integrate new information. Extremely comprehensive. No typographical errors. Well thought out, thorough, and appropriate for intended students. Shows consideration of differentiation with the variety of materials included within the minimum of ten items. Exemplary example of quality professional work.	Demonstrates effort to integrate new information. No typographical errors or inconsistencies of style. Shows evidence of original thought. Contains minimum of ten items, all of which are appropriate for intended students. Some consideration for differentiation. Good summary, analysis, and connection to unit. Includes a variety of materials. Good example of quality professional work.	Demonstrates some effort to integrate new information. Only one or two typographical errors. Little original thought. Although contains the minimum of ten items, sketchy summary, analysis, or connection to unit. Minor inconsistencies in style. Little if any consideration for differentiation. All items are appropriate for intended students. Includes a variety of materials. Minimal example of good professional work.	No original thought. Just copied information from CIP or book jacket. More than three typographical errors. Not consistent in style (APA, MLA, etc.). Little, if any, analysis of appropriateness of connection to unit. Includes fewer than ten items. Some items are inappropriate for intended students. Poor example of professional work.

Rubric for Library of Congress Online Modules (4 modules to be completed)

40 points	30 points	20 points	10 points
All four modules completed with copy of certificate. Reflection paper includes thorough explanation of what was learned in each module. Well written, no mechanical, or grammatical errors. Truly reflective, relating new content to personal experience and how it applies to classroom.	Only three modules completed with copy of certificate. Well-written reflection paper of what was learned in each module. Few (less than two) mechanical or grammatical errors. Somewhat reflective with some original thoughts tying what was learned to personal experience and practical implementation in the classroom.	Only two modules completed with copy of certificate. Reflection paper completed but limited content of what was learned or between three and five mechanical and/or grammatical errors. Very little reflection. Mainly a reiteration of what was learned. Very little attempt to apply to personal experience or classroom implementation.	Only one module completed with copy of certificate. Reflection paper completed but limited content of what was learned. More than five mechanical and/or grammatical errors. Just a reiteration of what was learned. No attempt to apply it to personal experience or classroom implementation.

Rubric for Reflection Paper

20 points	15 points	10 points	5 points
Demonstrates a clear recognition of how the American Memory Collection, the NARA documents, historical fiction, and the concept of text sets fit into instruction. Numerous examples provide appropriate description and explanation of how what was learned has been or will be implemented into the classroom and can or did increase motivation, interest, or achievement. Well defined information typed with no spelling, grammar, or punctuation errors. Exemplary example of professional work.	Demonstrates recognition of some of the implications that the American Memory Collection, the NARA documents, historical fiction, and the concept of text sets fit into instruction. Typed paper fairly well defined but needs minor editing: a few spelling, grammar, and/or mechanical errors. Includes some specifics of how what was learned has been or will be implemented into the classroom. Good example of professional work.	Demonstrates inadequate knowledge of one or two of the following and how they could fit into instruction: the American Memory Collection, the NARA documents, historical fiction, text sets. Very little articulation of how what was learned has been or will be implemented into the classroom. Only includes one or two specific examples. Several errors in spelling, mechanics, and/or grammar. Does not reflect professional work.	Demonstrates inadequate knowledge of the American Memory Collection, the NARA documents, historical fiction, or the concept of text sets and how they could fit into instruction. Does not articulate how what was learned has been or will be implemented into classroom instruction. Paper very general with few specifics. Major errors in spelling, mechanics, and/or grammar impede understanding. Does not reflect professional work.

Attendance Policy: Participants must attend all sessions.

Grade Requirements: *If you are <u>only</u> offering the course for relicensure credit, please list pass/fail requirements. If you want the course to be offered for graduate credit, please list letter grade requirements; a participant must receive an A or B for relicensure credit.*

Relicensure ONLY Requirements:

Grade	Requirement
PASS	200 – 171 points
FAIL	170 or fewer points

Graduate Credit Requirements:

Grade	Requirement
A	200 – 175 points
B	184 – 171 points
C	170 – 153 points
D	152 – 139 points
F	138 or fewer points