Connecting Primary Sources with Historic Places

Educators with no foundational training in teaching inquiry with primary sources from the Library of Congress may wish to **begin with the Inquiry with Primary Sources TPS** *micro-credential prior to completing this one.*

Competency

Educator will be able to connect primary sources with a historic place, meet instructional goals, and increase student engagement with course content.

Key Method

Educator will create or revise a lesson that connects primary sources with a historic place to teach about an event, person, or landscape.

Method Components

Place-based Learning

With place-based learning, students use inquiry to study the built and natural environments that surround them while they also explore local culture, history, or people. As they build connections with a place, students understand how

Teaching with Primary Sources
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places are connected to each other and how they can connect to them as learners.

Students who engage in place-based learning can develop and increase their communication and questioning skills when they use activities in the field. They can also remember things along the way. Engaging students and connecting them to a place within a topic of study can raise their level of critical thinking and learning. It can also provide them with context and a deeper understanding of an event, person, or environment being studied.

Primary Sources

Primary sources, as described by the Library of Congress, "are the raw materials of history — original documents and objects that were created at the time under study." They foster literacy and content knowledge and support the development of 21st-century skills, helping students communicate and collaborate and build capacity to solve problems in a constantly changing world.

Today, students and teachers have instant access to millions of digitized primary sources that represent human thought and achievement across time and geography. These primary sources can be used to foster inquiry in the classroom and help to provide a wider view of the past and insight into the present.

Connecting Primary Sources with Historic Places

Using primary sources to make connections to a historic place allows students to investigate, analyze, and synthesize information to critically examine broad and diverse themes in history. Connecting places to a topic, particularly when the places are local, can help students develop an understanding of the diverse narratives of the past that make up the history they study today.

Using primary sources that connect to a place requires educators to make purposeful pedagogical decisions that support learning goals, objectives, and assessment outcomes. By combining appropriate instructional approaches for using primary sources and place-based learning, educators can spark students' interest while guiding them through analysis and inquiry towards higher levels of critical thinking.

Supporting Rationale and Research

Place-based Learning

Campeau, Christine. Mining Our Heritage: Oral History and Place-Based Learning in the Adirondacks, (2013), MALS Final Projects, 1995-2019. 92.
https://creativematter.skidmore.edu/mals_stu_schol/92

Connolly, Faith. Integrating Place-based Education Into Classroom or Distance Learning During the COVID-19 Pandemic, November 5, 2020, REL Pacific.

https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog33_integrating-place-based-education-into-classroom.asp

Huang, H. Place-based Learning and Change of Sense of Place: Educational Program in a Historic Town, *Environment-Behaviour Proceedings Journal*, 2(6):363, October 14, 2017.

https://www.researchgate.net/publication/320951628_Place-based_Learning_and_Change_of_Sense_of_Place_Educational_program_in_a_historic_town

National Park Service. Series: Creative Teaching with Historic Places: Selections from *CRM*, Vol. 23, no 8, 2000.
https://www.nps.gov/articles/series.htm?id=30ADA7BE-DFB6-1ED7-96BD1830D99300B1

National Park Service. Teaching with Historic Places, *CRM*, Vol. 16, No. 2, 1993.
http://npshistory.com/newsletters/crm/crm-v16n2.pdf

Place-based Education Evaluation Collaborative. *The Benefits of Place-based Education: A Report from the Place-based Education Evaluation Collaborative (Second Edition)*, 2010.
https://promiseofplace.org/sites/default/files/2020-06/PEEC%2C%202010%20summary.pdf

Primary Sources

Beyond Typescript and Photographs: Using Primary Sources in Different Formats, *TPS Journal,* Vol. 4, No. 2, Fall 2011.
https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/ps_formats.pdf

Goodman, Noah. Promoting Student Learning Through Primary Source Inquiries: "Opportunities to Learn Checklist," Education Development Center, May 29, 2018. https://cct.edc.org/publications/primary-source-inquiries-opportunities-learn-checklist

Resources

Place-Based Learning

Getting Started With Place-Based Education, Step-by-Step

Place-Based Education: The Complete Guide

Place-Based Learning: A Multifaceted Approach | Edutopia

Teaching with Historic Places

About this Collection | Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey | Digital Collections | Library of Congress

Directory | NCSHPO

Historic Places and the Inquiry Method: Analyzing Evidence from a Teaching with Historic Places Lesson Plan - Teaching with Historic Places (US National Park Service)

Historic Places: Their Use as Teaching Tools | Perspectives on History | AHA

National Register Database and Research - National Register of Historic Places (US National Park Service)

Places | National Trust for Historic Preservation

Primary Sources

Selecting Primary Sources: Criteria for Classroom Use

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.

Part 1. Overview

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(250-500 words)

Please copy and paste the following contextual prompts and questions into a document and respond (250-500 words) to them without including any identifying information.

1. List the grade(s) and subject(s) that you teach, along with general information about your class composition. Describe how you and your school use primary sources in classroom learning.
2. Identify a historic place (local, state, or national) and explain its importance to you and the lessons you've learned.
3. Describe how you have used, or might use, historic places in your classroom instruction.
4. Identify a challenge you have encountered, or might encounter, using primary sources connected to a historic place and an idea for confronting that challenge.

Passing: Responses provide reasonable and accurate information that addresses current use of place, inquiry, primary sources, and formative assessment along with describing goals for completing this micro-credential.

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Part 2. Artifacts

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*To earn this micro-credential, please submit the following **four artifacts** as evidence of your competency in this area. Please do not include any identifying information for you or your students.*

Artifact 1: Historic Places Planner
Consider how you might revise a current lesson plan or create a new lesson that connects with a historic place to increase student engagement with course content about an event, person, or landscape. Use the Historic Places Planner to brainstorm ideas and make connections between your curriculum and historic places. Instructions for completing the planner are provided in the document. **(See rubric for specific requirements.)**

Upload your completed Historic Places Planner.

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Artifact 2: **Primary Sources & Place Lesson Planner**
Make a copy of the Primary Sources & Place Lesson Planner template. Think about the instructional goals primary sources can help you accomplish (see the Primary Sources section under the Supporting Research and Rationale and Resources section above) and how you might accomplish those as you identify 2-6 primary sources to include in your lesson plan. Instructions for completing the template are provided in the document.
(See rubric for specific requirements.)

Upload your completed Primary Source Collection.

Artifact 3: Primary Sources & Place Lesson Evidence
Choose **one** of the following options.
Option 1
Implement your lesson plan with students and submit 3-4 examples of student work with primary sources.
Option 2
If you aren't able to implement the lesson with students, enlist two colleagues to help by completing a peer review of your completed Primary Sources & Place Lesson Planner. Provide each with a copy of this document and the Peer Review: Primary Sources & Place template. Be sure to point out specific areas where you'd like targeted feedback.
(See rubric for specific requirements.)

Combine each piece of evidence with one document for uploading.

Artifact 4: Primary Sources & Place Lesson Analysis
After reviewing student work or the peer reviews, download or make a copy of the Lesson Analysis: Primary Sources & Place. Next, use it to discuss what the process was like for you to teach or receive feedback and how you'll modify your lesson plan as a result.
(See rubric for specific requirements.)

Upload your completed lesson analysis.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Historic Places Planner	Planner includes all of the following: ● identification of three unit or three lesson topics ● identification of three historic places ● notation of unit/lesson connections for each historic place identified	Planner includes most, but not all, of the following: ● identification of three unit or three lesson topics ● identification of three historic places ● notation of unit/lesson connections for each historic place identified	Planner includes some of the following: ● identification of three unit or three lesson topics ● identification of three historic places ● notation of unit/lesson connections for each historic place identified
Artifact 2: Primary Sources & Place Lesson Planner	Lesson planner includes all of the following: ● primary source collection title ● unit or lesson title ● listing of lesson standards or objectives ● 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source ● Source titles	Lesson planner includes most, but not all, of the following: ● primary source collection title ● unit or lesson title ● listing of lesson standards or objectives ● 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source ● Source titles	Lesson planner includes some of the following: ● primary source collection title ● unit or lesson title ● listing of lesson standards or objectives ● 2-6 primary sources, including a thumbnail image (if possible) and permanent link to each source ● Source titles

	• instructional goal for each source • lesson plan outline	• instructional goal for each source • less plan outline	• instructional goal for each source • lesson plan outline
Artifact 3: Primary Sources & Place Lesson Evidence	Activity evidence includes either of the following: • 3-4 examples of student work with primary sources • 2 completed peer reviews	Activity evidence includes either of the following: • 2-3 examples of student work with primary sources • 1 completed peer review	Activity evidence includes either of the following: • 1-2 examples of student work with primary source or sources • 1 completed peer review

Artifact 4: Primary Sources & Place Lesson Analysis	Lesson analysis contains examples of all of the following: ● function of historic place and connected primary sources given instructional goals ● impact of historic place and primary sources on student engagement with course content ● key takeaways from student work or peer feedback ● changes or adjustments for the future	Lesson analysis contains examples of most, but not all, of the following: ● function of historic place and connected primary sources given instructional goals ● impact of historic place and primary sources on student engagement with course content ● key takeaways from student work or peer feedback ● changes or adjustments for the future	Lesson analysis contains examples of some of the following: ● function of historic place and connected primary sources given instructional goals ● impact of historic place and primary sources on student engagement with course content ● key takeaways from student work or peer feedback ● changes or adjustments for the future

Part 3. Reflection

(300-600 Words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Please copy and paste the following reflective questions and prompts into a document and respond (300-600 words) to them without including any identifying information.

1. How has focusing on a place informed your thinking about the use of historic places in the classroom?
2. How has this learning experience changed your thinking about integrating primary sources into classroom instruction?
3. Write a blurb for a classroom newsletter that informs parents about the highlights of this lesson, either before or after implementation.
4. Write a brief email to an administrator that highlights the value of connecting primary source learning with historic places to enhance student engagement with course content.

Passing: Reflection provides evidence that this micro-credential has had a positive impact on both educator practice and student success. It also points to specific actionable steps regarding how the educator will continue to build on this competency.

Credits

This micro-credential was developed with content and expertise from Citizen U as part of the Barat Education Foundation Library of Congress TPS program grant and in collaboration with the TPS Western Region and the Metropolitan State University of Denver.

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