Culturally Relevant Pedagogy with Primary Sources

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 uses primary sources and inquiry strategies to craft culturally relevant instruction.

Key Method

Educator develops and analyzes a lesson that incorporates the three tenets of culturally relevant pedagogy with primary sources.

Method Components

Culturally Relevant Pedagogy

Culturally relevant pedagogy (CRP) is a framework developed by Dr. Gloria Ladson-Billings as a result of her research of highly effective teachers of African American students, documented in her book *Dreamkeepers*. The framework has three tenets of culturally relevant teaching.

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Tenet 1: All students experience academic success.
Students in classrooms grounded in CRP are academically successful. This means that teachers hold all students to high expectations and provide them with appropriate scaffolding to reach those expectations. Teachers occupy the role of the "warm demander" - providing students with love and relentlessness in the expectation that students work at the edges of their abilities. These teachers approach their students with an asset-based lens and emphasize the importance of higher-order thinking skills.

Tenet 2: Students develop their own cultural competence.
Classrooms grounded in CRP support and enable students to develop and further their own cultural competence and that of at least one other culture.

> "Teachers who are prepared to help students become culturally relevant are themselves culturally competent... They know enough about students' cultural and individual life circumstances to be able to communicate well with them. They understand the need to study the students because they believe there is something there worth learning. They know that students who have the academic and cultural wherewithal to succeed in school without losing their identities are better prepared to be of service to others..."
> - Gloria Ladson-Billings, 2001

Students' lives are at the core of the curriculum. Students are not expected to give up aspects (like culture, language, etc.) of who they are to succeed academically. Students see aspects of their identities mirrored in the curriculum, reading texts, assessments, and classroom environment. Teachers understand the importance of showing students both mirrors to their own lived experiences in the content they learn and windows into the experiences of others. Difference is not seen as a threat, but rather an opportunity to experience and enjoy a variety of human identities and ways of being.

Tenet 3: Students examine and critique the status quo.
In classrooms grounded in CRP, students examine the existing social order and are provided with guidance and opportunity for critique. The curriculum reflects the real world and the real world is central to the curriculum. Students are provided with the tools to examine and question what is considered "normal", "truth", and "the way things are". Students discuss, question, reimagine, critique, and work to solve problems in their world.

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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 are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place. Bringing young people into close contact with these unique, often profoundly personal documents and objects can give them a sense of what it was like to be alive during a long-past era. Helping students analyze primary sources can also prompt curiosity and improve critical thinking and analysis skills."

Inquiry Learning

Inquiry is a process of active learning that is driven by questioning and critical thinking that leads to increased student engagement and deeper understanding of content. Inquiry learning is a recursive and reflective process.

Primary sources represent authentic voices and images that engage students both emotionally and personally, naturally engaging them in inquiry as they question, make inferences, interpret different points of view, use critical thinking skills to analyze and evaluate, draw conclusions, and build bridges between past and present.

Supporting Rationale and Research

Harcourt, M. (2015). Towards a culturally responsive and place-conscious theory of history teaching. *Set*, 2015 (2), 36-44.
https://www.nzcer.org.nz/system/files/journals/set/downloads/set2015_2_036.pdf

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34 (3), 159-165.
https://nationalequityproject.files.wordpress.com/2012/03/ladson-billings_1995.pdf

Ladson-Billings, G. (2015). Culturally Relevant Pedagogy 2.0 aka the Remix. *Harvard Educational Review*, 84 (1), 74-84.
https://www.cue.pitt.edu/sites/default/files/images/Source%205%20-%20ladson-billings%20culturally%20relevant%20pedagogy%20-%20the%20remix.pdf

Ladson-Billings, G. (1995). Towards a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32 (3), 465 - 491.
http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20%281995%29.pdf

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Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing Culturally Relevant Pedagogy. https://fordhamatsdc.files.wordpress.com/2011/08/ladson-billings_g-_yes_but_how_do_we_do_it.pdf

Milner, H.R., (2014). Culturally Relevant, Purpose-Driven Learning & Teaching in a Middle School Social Studies Classroom. *Multicultural Education*, 24 (2), 9 - 17. https://files.eric.ed.gov/fulltext/EJ1045839.pdf

Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, 41(3), 93–97. http://vorcreatex.com/wp-content/uploads/2016/03/Culturally-Sustaining-Pedagogy-Advancing-culturally-relevant-teaching.pdf

 Teaching Inquiry with Primary Sources, *TPS Journal* Vol. 2, No. 3, Summer 2009. https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/inquiry-learning.pdf

Resources

Introduction to Culturally Relevant Pedagogy
CRP with Primary Sources video series

Cultural Identity Beliefs Chart (fillable PDF), Inquiry in the Upper Midwest

Beliefs Impact T-Chart, Citizen U

Cultural Autobiography (printable PDF), Inquiry in the Upper Midwest

Primary Sources and the Tenets of CRP
Primary Source Sets
Tenet 1 Culturally Relevant Pedagogy with Primary Sources Video
- Primary Source Set: Revolutionary America OR
- Primary Source Set: Slavery and Resistance
-
Tenet 2 Culturally Relevant Pedagogy with Primary Sources Video
- Primary Source Set: Where People Live
- This Place My Place Activity

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Tenet 3 Culturally Relevant Pedagogy with Primary Sources Video
- Primary Source Set: Photographs of Native Americans
- Photo curation and the stories they tell (or not)

CRP Lessons

Culturally Relevant Pedagogy with Primary Sources Lesson Planner Template

Example lessons/units
- Example Lesson: Outline Culturally Relevant Pedagogy with Primary Sources
- Elementary
- Middle School
- High School

Peer Review Template for Culturally Relevant Pedagogy Lesson

Analysis of Culturally Relevant Pedagogy with Primary Sources Lesson Template

Primary Source Tools, Guides & Repositories

Primary Source Analysis Tool

Primary Source Analysis: See Think Wonder graphic organizers

Addressing Misconceptions RAN Chart, Upper Inquiry in the Midwest

Analyzing Primary Sources: Tools & Guides
Note: Please do not feel like you must review all the resources contained in this blog post, rather use those most pertinent to you and your situation.

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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

(300-600 words)

Please copy and paste the following contextual prompts and questions into a document and respond to them without including any identifying information.

1. Describe the climate and culture of your school as it relates to staff and students.
2. List the grade(s) and subject(s) that you teach and general information about your class composition.
3. Describe your current understanding of culturally relevant pedagogy (CRP).
4. List the possible cultures with which your students identify, then answer the following questions.
   - What resources have you used to reflect your students' cultural identities, as well as knowledge about other cultures?
   - How have you provided ways for your students to see themselves in your lessons?
   - What opportunities have you provided for understanding other cultures?

Passing: Responses provide reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both teacher and students, including areas of instruction that could be enhanced through integration of CRP.

Part 2. Artifacts

To earn this micro-credential, please submit the following **5** artifacts as evidence of your learning. *Please do not include any identifiable information.*

Artifact 1: Cultural Identity Beliefs Chart & Beliefs Impact T-Chart

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1. Open with Google Docs or download the [Cultural Identity Beliefs Chart](#), and complete it to reflect on your cultural background.
   Note: Please do not include any information that you would not feel comfortable sharing with others.
2. Download or make a copy of the [Beliefs Impact T-Chart](#), and complete it to create a list of positive and negative ways your beliefs could impact your students.

(See rubric for specific requirements.)

Combine both documents into a single document file for upload.
NOTE: Take a screenshot or picture of your completed Cultural Identity Beliefs Chart and insert the images below the completed Beliefs Impact T-Chart.

Artifact 2: Lesson Planning Document
1. Review the [Example Lesson: Outline Culturally Relevant Pedagogy with Primary Sources](#).
2. Now find an existing lesson from your curriculum, ideally one that you will be teaching soon and, if possible, that includes exploration with primary sources from the Library of Congress or an affiliated repository (see Resources).
3. Download or make a copy of the [Culturally Relevant Pedagogy with Primary Sources Lesson Planner Template](#), and use it to show evidence of, or lack of, the three tenets of CRP and primary sources from the lesson you selected to analyze.
4. Based on your review, jot down ideas for revising the existing lesson or creating a new lesson plan to include the three tenets of CRP and primary sources from the Library of Congress or an affiliated repository that your students can identify with and gain knowledge and understanding from one other culture.

(See rubric for specific requirements.)

Upload your completed lesson planning document.

Artifact 3: CRP with Primary Sources Lesson Plan
Use your completed planner to help you create a culturally relevant pedagogy with primary sources lesson plan. You may use your preferred lesson plan format as long as it includes all of the criteria listed in the rubric.

(See rubric for specific requirements.)

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Upload your CRP with Primary Sources Lesson Plan.

Artifact 4: Lesson Evidence
If possible, implement your lesson plan and submit 4-6 examples of student work or a video of lesson implementation (follow your district's privacy policies, procedures, and guidelines when recording video of students).

If you are unable to implement the lesson, identify 2 colleagues willing to complete a peer review of your lesson plan. Provide each with a copy of your lesson plan and a copy of the Peer Review Template for Culturally Relevant Pedagogy Lesson. Be sure to point out any specific areas where you'd like targeted feedback.

(See rubric for specific requirements.)

Combine each piece of evidence into one document for uploading.
NOTE: To submit handwritten student work or completed peer reviews, simply take pictures of each piece of evidence and insert the files into a single document. To submit video evidence, load it to a shareable platform and enter the shareable link in a document along with a brief description of the evidence. Make sure that the video is not set to Private, as it will need to be accessed by members of our Assessment Team anonymously. If the video is set to require a password to access it, please include the password below the link in the document. Click the linked site names for step-by-step instructions on uploading and sharing a video on YouTube or DropBox.

Artifact 5: Lesson Analysis
After reviewing student work, lesson implementation video, or the peer reviews, next download or make a copy of the Analysis of Culturally Relevant Pedagogy with Primary Sources Lesson Template and 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

Assessors will use the rubric to determine competency, so be as specific as possible.

	Proficient	Basic	Developing

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Artifact 1: Cultural Identity Beliefs Chart & Beliefs Impact T-Chart	All fields in the Cultural Identity Beliefs Chart are completed. Beliefs Impact T-Chart provides 8-10 examples from those listed in the Cultural Identity Beliefs Chart. Things listed on the chart realistically could impact students in positive and negative ways.	Most, but not all, fields in the Cultural Identity Beliefs Chart are completed. Beliefs Impact T-Chart provides 6-8 examples from those listed in the Cultural Identity Beliefs Chart could impact students in positive and negative ways.	Some fields in the Cultural Identity Beliefs Chart are completed. Beliefs Impact T-Chart provides 4-6 examples from those listed in the Cultural Identity Beliefs Chart could impact students in positive and negative ways.
Artifact 2: Lesson Planning Document	Lesson planning document includes all of the following: link to the existing lesson plan reviewed or an overview and outline of it evidence and explanations of use or non-use of all 3 tenets and use of primary sources in the existing lesson plan ideas for use of all 3 tenets, including primary sources from the Library of Congress or an	Lesson planning document includes most, but not all, of the following: link to the existing lesson plan reviewed or an overview and outline of it evidence and explanations of use or non-use of all 3 tenets and use of primary sources in the existing lesson plan ideas for use of all 3 tenets, including primary sources from the Library of	Lesson planning document includes some of the following: link to the existing lesson plan reviewed or an overview and outline of it evidence and explanations of use or non-use of all 3 tenets and use of primary sources in the existing lesson plan ideas for use of all 3 tenets, including primary sources from the Library of Congress or an

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	affiliated repository in tenet 2	Congress or an affiliated repository in tenet 2	affiliated repository in tenet 2
Artifact 3: CRP with Primary Sources Lesson Plan	Lesson plan includes all of the following: identification of lesson topic identification of target grade(s) 30-100 word overview of the lesson list of lesson materials, including citations of the primary sources guiding questions for each primary source students will analyze link to the Library's primary source analysis tool or a modified version of it if applicable, steps you will take to approach sensitive or controversial issues presented by any of the sources	Lesson plan includes most, but not all, of the following: identification of lesson topic identification of target grade(s) 30-100 word overview of the lesson list of lesson materials, including citations of the primary sources guiding questions for each primary source students will analyze link to the Library's primary source analysis tool or a modified version of it if applicable, steps you will take to approach sensitive or controversial issues presented by any of the sources	Lesson plan includes some of the following: identification of lesson topic identification of target grade(s) 30-100 word overview of the lesson list of lesson materials, including citations of the primary sources guiding questions for each primary source students will analyze link to the Library's primary source analysis tool or a modified version of it if applicable, steps you will take to approach sensitive or controversial issues presented by any of the sources if applicable, reasons for excerpting or

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	if applicable, reasons for excerpting or modifying any of the sources description of the lesson flow and identification of lesson components that address the 3 CRP tenets	if applicable, reasons for excerpting or modifying any of the sources description of the lesson flow and identification of lesson components that address the 3 CRP tenets	modifying any of the sources description of the lesson flow and identification of lesson components that address the 3 CRP tenets
Artifact 4: Lesson Evidence	Lesson evidence includes 1 of the following 3 options: 4-6 examples of student analyses, at least 1 for each primary source video of lesson implementation 2 completed peer feedback reviews	Lesson evidence includes 1 of the following 3 options: 3-4 examples of student analyses, at least 1 for each primary source video of lesson implementation 2 completed peer feedback reviews	Lesson evidence includes 1 of the following 3 options: 1-2 examples of student analyses, at least 1 for each primary source video of portion of lesson implementation 1 completed peer feedback review
Artifact 5: Lesson Analysis	Lesson analysis (400-800 words) includes all of the following: function/impact of 3 CRP tenets function/impact of the selected primary sources in	Lesson analysis (400-800 words) includes most, but not all, of the following: function/impact of 3 CRP tenets function/impact of the selected primary	Lesson analysis (400-800 words) includes some of the following: function/impact of 3 CRP tenets function/impact of the selected primary sources in achieving CRP tenet 2

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	achieving CRP tenet 2	sources in achieving CRP tenet 2	key takeaways from student work or peer feedback
	key takeaways from student work or peer feedback	key takeaways from student work or peer feedback	changes or adjustments for the future
	changes or adjustments for the future	changes or adjustments for the future	

Part 3. Reflection

(300-600 words)

Please copy and paste the following reflective prompts into a document and respond to them without including any identifying information.

Consider how inquiry-based learning using primary sources supports culturally relevant pedagogy. Then address the following:
- Describe how implementing CRP and the use of primary sources within lessons can impact the relationships educators have with their students.
- Explain how CRP can create a positive self-identity, greater understanding among students, and prepare them for life after school.
- Create a SMART goal (Specific, Measurable, Achievable, Realistic, and Timely) for implementing the use of primary sources and inquiry strategies to craft culturally relevant instruction in the future.

Passing: Reflection provides evidence that this lesson has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps to demonstrate how new learning will be integrated into future practices.

Credits

This micro-credential was developed with content and expertise from Inquiry in the Upper Midwest, as part of the Minnesota Historical Society Library of Congress TPS program grant and in collaboration with TPS Consortium member Citizen U, Barat Education Foundation.

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