

Spring 2011

CIEP 475 – Teaching with Primary Sources (TPS) Workshop

LT #410

Mondays: 4:15 p.m. – 6:45 p.m.

January 17 (24 start) – May 9, 2011

- ❖ Instructor: Michelle Fry, Ed. D., Program Director
- ❖ Assistant Instructor: Dan Wilk, Assistant Director
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The Mission of Loyola University Chicago- School of Education

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its

educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/> .

Conceptual Framework

The Conceptual Framework for the Loyola University Chicago, School of Education is “professionalism in service of social justice.” This objective is carried out within four domains (knowledge, skill, service, and ethics) and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/education/index.shtml> .

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Technology

This course fully integrates technology in various forms. This course will operate in a computer lab for instruction necessary to complete all aspects of this course. First, online navigation for primary sources at the Library of Congress website is a requirement for lesson plan design and application. Students will also integrate effective operations of, and applications of, Microsoft Office Word and PowerPoint in lesson plan design. Students are required to integrate online primary sources within lessons designed in this course and all materials created in this course are to be created with, and turned in as, electronic files. Active participation in online, email exchanges are integral to this course as well.

Diversity

The format and methodology of this course will respect individual learning styles and needs. Students are encouraged to participate with their multiple perspectives and their individual talents in class discussions and cooperative activities.

This course will utilize primary sources reflecting diverse cultural groups, significant individuals, events and their contributions to society. Lessons and course materials can be adapted to non-English speaking populations to service diversity in schools. All lessons and activities related to this course will reflect a value for diversity in all learners.

Course Description

This course is designed to increase the instructional use of the Library of Congress' (LOC) digital primary sources by providing educator training that deepens content understanding and improves student literacy. Instructional materials created will reflect an understanding of cross-subject instructional integration. Major topics in this course include primary sources in education, instructional methodology, and navigation of the Library of Congress Website.

Course Outcomes

1. Participants will be familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences. Standards addressed: NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2); ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).

2. Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices. Standards addressed: NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2); ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).

3. Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods and products of the TPS program. Standards addressed: NCATE (3.5, 5.2, 5.4); ISBE (9 A, D-E, H-J); ISTE (V. A, B, D).

*****Your tuition in this course is funded by a federal grant. As such, we are expected to meet the objectives of the grant, and you are expected to complete all work related to this course, which will extend beyond the spring academic semester through the next academic year, ending end of Spring, 2012. If you do not complete all the required activities and forms related to this course you may be required to repay the tuition and fees, totaling over \$2,500. If you have any questions about this please direct them to the TPS Program Director, Michelle Fry.**

Major Areas of Assessment

1. Lesson plan development, (for example, each participant will create an inquiry-based learning experience lesson plan with LOC primary source integration).

2. Reflection experience component, (includes, but is not limited to, the following: lesson plan, related instruction/ teaching, assessment of related student work, provide Loyola University Chicago TPS feedback of teaching with primary sources).

3. Collaboration component, (including, but limited to, classroom discussions, reflections, and online forums).

Assignments

Reflections: The student will reflect on class material covered and/ or topics. Reflections are to be written in the email body with the subject heading, Reflection mo/dd/yr. Each reflection should be one-two paragraph responses and emailed to the assistant instructor, Dan Wilk (dwilk@luc.edu). SEE COURSE SCHEDULE FOR TOPICS and QUESTIONS.

Online Forum Discussion Entries: Students will be required to respond to class members via an online forum at the TPS Loyola website, www.loyolachicagotps.com. These will be due as noted by course instructor in class.

Selected Readings: Selected articles and book readings are listed in table that follows and schedule timeline for the course.

Class Discussion: Class discussions will cover assigned readings for class and classroom activities.

Final Project- Primary Source-based Mini-Unit: The student will create a primary source based lesson plan mini-unit with Library of Congress' primary sources integrated. Components of Lesson Format

outline provided and components of exemplary lessons will be required with this assignment. Format for the complete mini-unit will be reviewed in class for all elements of the unit to create a cohesive, whole adaptable for other educators to access and use.

Students will all present their final project to class as the schedule shows, **May 5 and 9, 2011**. **A copy of the mini-unit must be emailed to the instructor, Michelle Fry, (mfry@luc.edu), assistant instructor, Dan Wilk, (dwick@luc.edu) and all class members of the class.**

- **Post Course Assignments:** The created lesson/ unit is also to be taught and observed by TPS Loyola in the upcoming school year with feedback required to TPS at Loyola University Chicago no later than **May 15, 2012** (details to follow).

Course Grading

25 % Attendance/ Participation

10 % Daily Class Reflections

10 % Forum entries

10 % Classroom Discussion/ Activities/ Readings

35 % “Best Practice” Final Project, Mini-Unit

10 % Class Presentation of “best practice” mini- unit

Required Text

Allen, J. & Landaker, C. (2004). *Reading history: A practical guide to improving literacy*. New York: Oxford University Press.

Required Articles

Following are required articles to read for class. Please note that you may also have readings assigned beyond the following listed. All articles are in numerical order of topics covered in class.

Article	Titles
1	Anderson, M. (2009). The power of primary sources. <i>Multimedia and Internet@Schools</i> , (November/December) 35-38.
2	Pappas, M. (2006). Primary sources and inquiry learning. <i>School Library Media Activities Monthly</i> , 23(1), 23-26.
3	Stripling, B. (2009). Teaching inquiry with primary sources. <i>TPS Quarterly, Summer Issue</i> . Library of Congress Teaching with Primary Sources Program, Found October 5, 2010, at www.loc.gov/teachers/tps/quarterly/0907/article.html .
4	Wineburg, S. & Schneider, J. (2009/2010). Was bloom’s taxonomy pointed in the wrong direction? <i>Phi Delta Kappan</i> , (December 2009/January 2010), 56-61.
5	Fallace, T., Biscoe, A., & Perry, J. (2007). Second graders thinking historically: Theory into practice. <i>Journal of Social Studies Research</i> , 31, (1), 44-55.
6	Ensminger, D. & Fry, M. (in press). A conceptual framework for describing primary source practices in k-12 classrooms. <i>The Educational Forum</i> .
7	Tran, T. (2010). English language learners and primary sources. <i>TPS Quarterly, Summer Issue</i> . Library of Congress Teaching with Primary Sources Program, Found December 10, 2010, at http://www.loc.gov/teachers/tps/quarterly/pdf/TPSQuarterlySummer10.pdf .
8	Carlson, P. & Clevenson, R. (2009). Engaging all learners with primary sources. <i>TPS Quarterly, Winter Issue</i> . Library of Congress Teaching with Primary Sources Program, Found October 5, 2010, at http://www.loc.gov/teachers/tps/newsletter/0901/article.html .
9	Kotzin, D. (2001). The internet as an opportunity for students to create their own document-based question. <i>History Teacher</i> , 34, (4) 487-496.

Required Resources

Library of Congress Website, found at: www.loc.gov .

Teacher’s Page, <http://www.loc.gov/teachers/>

Loyola University Chicago TPS web site, www.loyolachicagotps.com

Course Schedule

Week	Topic/s	Readings	ASSIGNMENT/S DUE NEXT CLASS	Reflection
1/17	Holiday –No class			
1/24	Class Orientation Primary and Secondary Sources: What are they?	Articles 1-3	Articles 1-3; Reflection	What have you learned about the differences

	Intro. to www.loc.gov & www.loyolachicagotps.com			between primary and secondary sources?
1/31	Inquiry and Primary Sources; Primary Source analyses (photos, letters, maps); Teacher's Page; Bloom's taxonomy of learning and alternative concepts thereof. How does this apply to primary sources in teaching and assessment?	Articles 4-5	Articles 4-5; Scavenger hunt; project topic with 3 primary sources to use; reflection; email forum question	What topic/s are you thinking of covering for your final project and why?
2/7	Higher-order thinking and cognitive processes. Lesson Plan elements with primary sources—what is an essential question? How does it tie to my unit and lesson goals and objectives? Primary source analyses: Two packets (newspapers, letters, documents, photos)	Article 6	Article 6; Reflection	Is there a packet analysis that you might adapt or use in your unit? Why or why not?
2/14	Cross-Curricular, Instructional Use of Primary Sources; Source analysis with books; How do I assess learning with primary sources?	Articles 7-8	Articles 7-8; Reflection; Typed-outline of all three lesson ideas for your final project—no more than two pages typed as word doc. And emailed to instructor before next class	What direction/s are you going take with cross-curricular applications in your final project?
2/21	Differentiated Instruction and implications for the classroom. Primary Source Lesson Plan format. Primary source exploration.	Article 9	Article 9; Reflection; Create one full lesson using the TPS lesson format- email complete lesson with all sources to instructor before next class.	How do you plan to differentiate instruction for your students with primary sources?
2/28	DBQ's—what are they and how are primary sources used with them? DBQ practice in mixed groups; Can I use variations or direct DBQs with my students? In class work-time	No readings	Revise and complete first lesson turned in last week and prepare 5 minute presentation on lesson to share with class on 3/14	Could you use a DBQ in your final project? Explain.
3/7	NO CLASS: Spring Break			

3/14	Lesson presentations in class- 5 minutes each; Unit example in class activity; Review: What is an essential question? How does it tie to my unit and lesson goals and objectives? Am I asking the right questions and using the right sources? In class work-time	Allen, Chs. 1-2	Reflection; Read Allen, Chs. 1-2	What did I learn during the presentations today that I could use for my own final project?
3/21	Lesson Planning with Primary Sources: Guest Speaker—TPS Alum; Discussing Chs. 1-2, Allen. In class work time	No readings	Reflection; Create lesson two for final project, all format elements included	What did I learn today from the guest speaker that can help improve my final project?
3/28	Analyze lessons with primary sources— discussions on TPS lesson plan elements addressed; How do these ideas apply to my own mini-unit; in-class work-time	Allen, Chs. 3-4	Read Allen, Chs. 3-4	How do the ideas shared in class today apply to my own mini-unit?
4/4	Review Chs. 3-4 in Allen; Lesson activity design in pairs, using all elements of the TPS format; Source analysis and using graphic organizers Conferencing and planning	No readings	Reflection; complete lesson three for final project; turn in lesson three via email to instructor prior to next class	What areas of lesson format do you need more help with?
4/11	Online forum at class start-time- work from home remaining time	No readings	Reflection; prepare to share lesson two or three in class on 4/18	How does my essential question weave through my final project? Explain.
4/18	Final projects—discussions and peer reviews; in class work time	No readings	Reflection; Finalize mini-unit draft with all three lessons and appendices included- turn in via email to instructor before class 4/25	The strengths of my mini-unit are... The weaknesses of my mini-unit are...
4/25	Conferencing on final projects, in class work time	No readings	Reflection	Final thoughts on my mini-unit are...
5/2	Class Final Project Presentations	No readings	Prepare for presentation	
5/9	Class Final Project Presentations	No readings	Prepare for presentation	

TPS Loyola Observations due by May 15, 2012				
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***Please note this course schedule is tentative and can be changed at the discretion of the TPS staff and instructors.**