Story Board: Successfully Teaching with Primary Sources

DETT 607: Instructional Design and Course Development in Distance Education

Instructional Designer: Matthew Finck
Successfully Teaching with Primary Sources

COURSE DESCRIPTION:
This course explores the instructional strategies, theory, and practice, associated with the development and delivery of primary source based lessons in the classroom for daily instruction. Throughout this course topics such as identifying content and age appropriate sources, creating context, and lesson plan development theory and practice will all be addressed, discussed and assessed.
Upon completing this course students will be able to...

• locate content and age appropriate primary sources.
• describe the importance of contextual background and develop.
• evaluate learning theory and strategies.
• select relevant learning strategies for constructing lessons that effectively use primary sources with adolescent learners.
• develop, implement, and reflect on a lesson using primary sources

Upon completing this course students will be able to...

• Demonstrate the ability to locate and identify age and content appropriate primary sources by collecting and sharing three sources.
• Demonstrate mastery of content through the critical analysis of instructional theories and strategies associated lesson development and delivery in regards to primary sources.
• Demonstrate the mastery of course content by constructing and delivering a lesson plan that utilizes the theories and strategies suggested throughout the course.
Course Audience/Instructors

**STUDENT DESCRIPTION**
- Baltimore County Public School teachers
- Varying degrees of experience
- Experienced learners
- Various expertise with different age groups

**INSTRUCTIONAL STAFF**
- Course Instructor
This is where the instructor will:

- Provide the course rationale
- State course learning objectives
- Facilitate content related to class discussions
- Encourage collaborative learning via critical analysis and discussions
- Provide learning activities and resources
- Arrange and deliver the learning modules
- Evaluate student achievement via feedback and assessments
This is where the instructor will:
- Create discussion threads
- Relate discussions to learning content
- Facilitate and enhance learning through discussions
- Encourage professional collaboration among learners
Learning Materials

**ARTICLES**


**MULTIMEDIA RESOURCES**

- Teaching with Primary Sources at the Middle School Level
  https://www.youtube.com/watch?v=N9n_oWOl10w

- Teaching with Primary Sources at the High School Level
  https://www.youtube.com/watch?v=uoPjZHzzMm8
Guiding Principle 1

Gagné's Nine Events of Instruction

1. Gaining attention
2. Informing the learner of the objective
3. Simulating recall of prerequisite learned capabilities
4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting performance
7. Providing feedback about performance correctness
8. Assessing the performance
9. Enhancing retention and transfer

## Guiding Principle 2

### Keller’s ARCS Model - Motivation

<table>
<thead>
<tr>
<th>ATTENTION</th>
<th>CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. Perceptual arousal</td>
<td>C.1. Learning requirements</td>
</tr>
<tr>
<td>A.2. Inquiry arousal</td>
<td>C.2. Success opportunities</td>
</tr>
<tr>
<td>A.3. Variability</td>
<td>C.3. Personal control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RELEVANCE</th>
<th>SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.1. Goal orientation</td>
<td>S.1. Natural consequences</td>
</tr>
<tr>
<td>R.3. Familiarity</td>
<td>S.3. Equity</td>
</tr>
</tbody>
</table>

Guiding Principle 3

Constructivism wants learners to foster understanding through meaningful tasks by relating information to previously constructed knowledge.

Flexible learning requires learners to exhibit a degree of autonomy and self-direction in order to engage effectively in the learning process.

In OCL students work together via the internet to construct and discuss new knowledge.

Course Outline

**Course Introduction/Start-up**
- Task 1: Instructions for getting started
- Task 2: Review motivational PowerPoint
- Task 3: Compose and share student/instructor biography
- Task 4: Assess learner’s entry knowledge

**Module 1: Primary Source Acquisition**
- Task 1: Introduce the module
- Task 2: Directions for assignment one
- Task 3: Learners post, share, and discuss
- Task 4: Instructor assesses learning

**Module 2: Establishing Contextual Background**
- Task 1: Introduce Module
- Task 2: Assign articles for module
- Task 3: Compose responses and engage in discussions with colleagues
- Task 4: Instructor facilitates, participates, and assesses learning via discussions

**Module 3: Strategies for Primary Source Implementation**
- Task 1: Introduce Module
- Task 2: Assign article and videos
- Task 3: Compose responses and engage in discussions with colleagues
- Task 4: Instructor facilitates, participates, and assesses learning via discussions

**Module 4: Implementation and Reflection**
- Task 1: Introduce Module
- Task 2: Directions for assignment four
- Task 3: Learners develop and deliver a lesson plan that utilizes primary sources
- Task 4: Instructor provides feedback on learner reflections and assesses learning based on the lesson development and self-reflection
Course Introduction/Start-up

- Task 1: Instructions for getting started
- Task 2: Review motivational PowerPoint
- Task 3: Compose and share student/instructor biography
- Task 4: Assess learner’s entry knowledge
**Course Introduction/Start-up**

**Gagné:**
1. Gaining attention
2. Informing the learner of the objective

**Keller:**
A.1. Perceptual arousal
R.1. Goal orientation
C.1. Learning requirements

**Initial Class Announcement:**
- Post date when course begins
- Welcome message and learning platform navigational directions (where to find the discussion area and modules)
- Overview of course rationale, expectations, and objectives
- Start-up directions for introductory activities
- Contact information for instructor
This is where learners will have access to a brief PowerPoint presentation outlining the need for an increased use in primary source analysis and critical thinking in the classroom. This will create sense of urgency thus establishing the relevance of this course to their current teaching position.
This is where students can access and participate in the assigned discussions with their instructor and fellow colleagues.

Note: The biography is a very important and useful exercise for the learners since it will provide all participants with an introduction to experiences and expertise that each individual will bring to the course. In addition, the instructor can use these biographies as a method for surveying the audience and assess prior knowledge.

Post a brief biography containing the following topics:
- Current teaching assignment
- Number of years teaching, grade levels, and subjects areas taught
- Relevant experiences with using primary sources in the classroom
- Reactions to the PowerPoint presentation

Provide critical feedback/comments to two classmates in addition to your initial post.
Module 1: Primary Source Acquisition

- Task 1: Introduce the module
- Task 2: Directions for assignment one
- Task 3: Learners post, share, and discuss
- Task 4: Instructor assesses learning
Module 1: Primary Source Acquisition

**Gagné:**
1. Gaining attention
2. Informing the learner of the objective
3. Simulating recall of prerequisite learned capabilities
4. Presenting the stimulus material

**Keller:**
A.2. Inquiry arousal
R.2. Motive matching
R.3. Familiarity
C.3. Personal control

<table>
<thead>
<tr>
<th>Title</th>
<th>Module 1: Primary Source Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Locate and share three content and age appropriate primary sources that would be suitable for lesson construction targeting adolescent learners.</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td>Learners will be asked to acquire three content and age appropriate primary sources to share and discuss with their classmates. Learners may use the supplementary material associated with textbook, the internet, or physical artifacts for this assignment.</td>
</tr>
</tbody>
</table>
| **Assessment**      | Learners will respond to the following discussion prompt: 

  After locating your three primary sources share the following information with your colleagues:
  - Where/how did you locate the sources?
  - How do these sources relate to your current curriculum of study?
  - Theoretically, how would you integrate these sources into a lesson that already exists?

  Learners will be expected to provide critical feedback/comments to two their classmates in addition to their initial post. |
| **Due Date**        | End of week 1 |

Student will access the module here. This is where learners will have access to the module objective, assignment details, assessment requirements and the due date.
Module 1: Primary Source Acquisition

Gagné:
5. Providing learning guidance
6. Eliciting performance
7. Providing feedback about performance correctness
8. Assessing the performance
9. Enhancing retention and transfer

Keller:
A.2. Inquiry arousal
A.3. Variability
R.1. Goal orientation
C.3. Personal control
S.2. Positive consequences

Note: Instructor’s need to be active participants in the discussion in order to provide relevant feedback and to assess learner’s abilities and skills.

Module 1: Discussion Prompt

After locating your three primary sources share the following information with your colleagues:
- Where/how did you locate the sources?
- How do these sources relate to your current curriculum of study?
- Theoretically, how would you integrate these sources into a lesson that already exists?

Provide critical feedback/comments to two classmates in addition to your initial post.

Responses and critical comments are due at the end of week one.
Module 2: Establishing Contextual Background

- Task 1: Introduce Module
- Task 2: Assign articles for module
- Task 3: Compose responses and engage in discussions with colleagues
- Task 4: Instructor facilitates, participates, and assesses learning via discussions
### Module 2: Establishing Contextual Background

**Objective**
Describe the importance of contextual background and develop such for the three primary sources previously acquired.

Learners will be assigned to read the following two articles on the importance of establishing contextual background prior the introduction or use of primary sources in a lesson.

- **Articles:**

**Assignment**
Learners will respond to the following discussion prompts in two separate posts:
- Highlight some of the key concepts and rationalizations for establishing context prior to teaching. Is it necessary to always establish context prior to implementing primary sources into instruction or is this a step that can be eliminated?

**Assessment**
What information or knowledge would students need prior to examining the primary sources located in the previous module? Explain how you would create a context for the primary sources obtained in the previous learning.

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**Gagné:**
1. Gaining attention
2. Informing the learner of the objective
3. Simulating recall of prerequisite learned capabilities
4. Presenting the stimulus material

**Keller:**
- A.2. Inquiry arousal
- R.2. Motive matching
- R.3. Familiarity
- C.3. Personal control

Note: Articles will be accessed directly through the LMS. Learner’s will be able to download and read the articles at their convenience.
Module 2: Establishing Contextual Background

**KELLER:**
A.2. Inquiry arousal  
R.1. Goal orientation  
R.2. Motive Matching  
R.3. Familiarity  
C.3. Personal control  
S.2. Positive consequences

**GAGNÉ:**
5. Providing learning guidance  
6. Eliciting performance  
7. Providing feedback about performance correctness  
8. Assessing the performance  
9. Enhancing retention and transfer

**Note:** Instructor’s need to be active participants in the discussion in order to provide relevant feedback and to assess learner’s abilities and skills.

Responses and critical comments are due at the end of week two.

Provide critical feedback/comments to two classmates in addition to your initial post (Total of 4 response posts).
Module 3: Strategies for Primary Source Implementation

- Task 1: Introduce Module
- Task 2: Assign article and videos
- Task 3: Compose responses and engage in discussions with colleagues
- Task 4: Instructor facilitates, participates, and assesses learning via discussions
**Module 3: Strategies for Primary Source Implementation**

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<td><strong>Objective</strong></td>
<td>Select relevant learning strategies for constructing lessons that effectively use primary sources with adolescent learners.</td>
</tr>
<tr>
<td>Learners will be assigned the following article and the two videos posted below:</td>
<td></td>
</tr>
<tr>
<td>Videos:</td>
<td></td>
</tr>
<tr>
<td>Teaching with Primary Sources at the Middle School Level</td>
<td><a href="https://www.youtube.com/watch?v=N9n_eWOH1ow">https://www.youtube.com/watch?v=N9n_eWOH1ow</a></td>
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<tr>
<td>Teaching with Primary Sources at the High School Level</td>
<td><a href="https://www.youtube.com/watch?v=uoPjZH2zMm8">https://www.youtube.com/watch?v=uoPjZH2zMm8</a></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Learners will respond to the following prompts in two separate posts:</td>
</tr>
<tr>
<td>In the article “Theoretical cognitive principles applied in the social studies classroom: Procedure of primary sources” several reasons were provided as to how primary sources enhanced critical thinking. Identify two ways in which critical thinking skills were enhanced. Then describe an activity using the primary sources located in module one that would enhance critical thinking based on the methods identified from the article.</td>
<td></td>
</tr>
<tr>
<td>Compare the strategies utilized in both the middle and high school levels.</td>
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**Gagné:**
1. Gaining attention
2. Informing the learner of the objective
3. Simulating recall of prerequisite learned capabilities
4. Presenting the stimulus material

**Keller:**
A.2. Inquiry arousal
A.3. Variability
R.2. Motive matching
R.3. Familiarity
C.3. Personal control

Note: Articles will accessed directly through the LMS. Learner’s will be able to download and read the articles at their convenience.
Module 3: Strategies for Primary Source Implementation

Gagné:
5. Providing learning guidance
6. Eliciting performance
7. Providing feedback about performance correctness
8. Assessing the performance
9. Enhancing retention and transfer

Keller:
A.2. Inquiry arousal
R.1. Goal orientation
R.2. Motive Matching
R.3. Familiarity
C.3. Personal control
S.2. Positive consequences

Note: Instructor’s need to be active participants in the discussion in order to provide relevant feedback and to assess learner’s abilities and skills.

Responses and critical comments are due at the end of week three.
Module 4: Implementation and Reflection

- Task 1: Introduce Module
- Task 2: Directions for assignment four
- Task 3: Learners develop and deliver a lesson plan that utilizes primary sources as well as compose a self-reflection on their lesson
- Task 4: Instructor provides feedback on learner reflections and assesses learning based on the lesson development and self-reflection
Experience: 

- **Gagné**: 
  1. Gaining attention 
  2. Informing the learner of the objective 
  3. Simulating recall of prerequisite learned capabilities 
  4. Presenting the stimulus material 
  5. Rehearsing material 
  6. Eliciting performance 
  7. Providing feedback 
  8. Assessing performance 

- **Keller**: 
  A.2. Inquiry arousal 
  R.2. Motive matching 
  R.3. Familiarity 
  C.1. Learner Requirements 
  C.2. Success Opportunities 
  C.3. Personal control 
  S.1. Natural Consequences 
  S.3. Equity 

Press the lesson plan and self-reflection to the assignment folder for review by the instructor. The assignment will be evaluated on the learner’s ability to utilize principles and strategies discussed in the class as well as on their own self-evaluation in the personal reflection.

Learners will have one week to develop and post their lesson and one week to deliver the lesson and write a reflection.

Note: A rubric will be used to evaluate the learner’s lesson plan and self-reflection. In addition, the lessons will be posted and commented on by their peers one week prior to delivery.
Learners will post their created lesson plans and comment on colleagues lessons during week four prior to delivering and reflecting on their lesson.

**Note:** For this discussion the instruction should place less of a role in the discussion and allow the learners to foster growth through their own evaluations of each other’s work.

**Module 4: Implementation and Reflection**

**Gagné:**
5. Providing learning guidance
7. Providing feedback about performance
9. Enhancing transfer and retention

**Keller:**
A.2. Inquiry arousal
R.1. Goal Orientation
R.2. Motive matching
R.3. Familiarity
C.3. Personal control
S.2. Positive consequences
Upon the completion of the Successfully Teaching with Primary Sources course learners will be encouraged to join an Online Community of Practice (OCoP) dedicated to teachers who have completed the course. This OCoP will act as platform for teachers to continue learning and sharing beyond the conclusion of the class.