



Foundations of U.S. History

Virginia History
as American History

Teaching American History Grant

A partnership between Loudoun County Public Schools
and CHNM at George Mason University

Culminating Project: Integrating Primary Source Analysis, Historical Research, and Teaching Practices Cohort 3A

ASSIGNMENT

- Choose a historical topic you will teach during the year. Develop a historical inquiry question that deals with some aspect of historical complexity. Choose primary sources that relate to the inquiry question, conduct historical research on the sources and the topic, and develop teaching strategies for students to explore the inquiry question and analyze primary sources.

GOALS

- Integrate the content, skills, and teaching strategies you've learned in the TAH program into a research-based lesson plan. Work collaboratively with TAH staff to receive feedback and develop your project.

PROCESS

- Select a topic for your project and submit it by July 3, 2008.
- During the second week of the Summer Institute, use your computer lab time to begin researching your topic and searching for primary sources. Meet with TAH staff to discuss your topic idea.
- By August 8, 2008, submit the Culminating Project Outline. This includes your historical inquiry question, a one-two paragraph overview of the historical background, and an analysis of at least one primary source. The outline is available at <http://chnm.gmu.edu/loudountah/resources/assignments/>
- During the professional development workshop on August 26, 2008, meet individually with TAH staff to receive feedback on your primary source analysis and discuss your project.
- Submit a draft of your Culminating Project by October 15, 2008.
- Meet with TAH staff to receive feedback on your draft and discuss your final project in November, 2008.
- Revise your project and submit the final draft by January 14, 2009.
- Share your project with your colleagues at the closing reception on February 11, 2009.

The Culminating Project will include the following sections. A blank template for you to complete is available at <http://chnm.gmu.edu/loudountah/resources/assignments/>

Historical Inquiry Question: What is the historical question that you and your students are investigating? The historical inquiry question should explore some aspect of historical complexity: multiple perspectives, multiple causations, or change and continuity over time.

Brief Overview (3-4 sentence description): Write a three-to-four sentence overview of your project, including the essential historical understandings and a brief introduction to your primary sources.

Section One: Historical Background

Draw on your historical research to write several paragraphs defining the historical context for this lesson. This should include major historical events and themes of the period. It should also provide a framework for understanding the primary sources that are being analyzed. To write this section, refer to workshop presentations, readings, and resources, as well as other books and websites.

Section Two: Primary Source Analysis

For each source, include the title and a link to the source. Write a one-page analysis of each source that includes a close reading of the source. Include specific details you observe about the source, and consider such questions as the author, perspective, audience, and purpose of the source. Use the guides in the National History Education Clearinghouse for help in analyzing your sources: <http://teachinghistory.org/best-practices/using-primary-sources>. Finally, include a list of questions that guide classroom reading and discussion of the source, including questions that address the historical reading skills: sourcing, close reading, contextualizing, and corroborating.

Section Three: Classroom Strategies

In this portion of the project, show how you will incorporate the primary source analysis and historical content into an interactive lesson. Write a one-to-two day lesson plan that includes the following sections:

Objectives: List your broad objectives for the extended lesson here. What key concepts or big ideas do you want students to learn? What historical thinking skills will students use?

Standards of Learning: List the specific SOLS related to your lesson, including both the content-based SOLS and skills-based SOLS.

Materials: List the materials needed for this lesson, including worksheets, handouts, or other teaching materials. Attach copies of worksheets and handouts when you submit your unit.

Procedures: Provide a step-by-step description of the procedures and strategies you will use to reach your objectives. Include a “hook” activity, an activity for analyzing the primary sources (including discussion questions), and any other activities you will use to teach the historical content.

Assessment: Design an activity that will demonstrate that students understand the key concepts and have answered the historical inquiry question. The activity should also require students to use the historical thinking skills you’ve identified. Create a rubric for the activity.

Section Four: Annotated References

List the primary and secondary sources you used to develop your project. These include books, websites and any media for teacher reference, as well as materials for student reference. Write a two-three sentence description for each listing that evaluates the usefulness of the source.

Culminating Project Rubric

4 = Exemplary, 3 = Proficient, 2 = Adequate, 1 = Inadequate

Section Criteria	1-4	Comments
Historical Inquiry Question		
<ul style="list-style-type: none"> The inquiry question addresses issues of historical complexity. 		
Historical Background		
<ul style="list-style-type: none"> Incorporates historical content from TAH workshops and readings, as well as other current scholarship on the historical topic 		
<ul style="list-style-type: none"> Establishes an accurate historical context 		
<ul style="list-style-type: none"> Provides a coherent narrative 		
<ul style="list-style-type: none"> Explains how the primary sources connect to the historical context 		
<ul style="list-style-type: none"> Includes multiple perspectives 		
Primary Sources		
<ul style="list-style-type: none"> Sources selected help answer the historical inquiry question 		
<ul style="list-style-type: none"> Close reading and analysis of each source is provided 		
<ul style="list-style-type: none"> Reading/discussion questions for each source are included 		
Classroom Strategies		
<ul style="list-style-type: none"> Objectives are clearly stated and include historical thinking skills 		
<ul style="list-style-type: none"> Procedures help students answer the inquiry question 		
<ul style="list-style-type: none"> Strategies include careful analysis of primary sources 		
<ul style="list-style-type: none"> Lesson activities provide historical context that connects with the primary sources 		
<ul style="list-style-type: none"> Assessment requires students to answer inquiry question, demonstrate historical thinking skills, and understanding of key concepts 		
<ul style="list-style-type: none"> Lesson activities are engaging and age-appropriate 		
References		
<ul style="list-style-type: none"> Includes both primary and secondary sources 		
<ul style="list-style-type: none"> Includes references for teachers and students 		
<ul style="list-style-type: none"> Each reference includes an annotation describing the source 		
Style and Format		
<ul style="list-style-type: none"> Each section of template is complete 		
<ul style="list-style-type: none"> All handouts and lesson materials are included 		
<ul style="list-style-type: none"> Final project reflects accurate use of template, spelling, grammar, etc. 		

Culminating Project Outline

Directions: Complete this outline and submit it to Sarah Whelan by August 8, 2008.

1. Historical Inquiry Question:

What is the historical question that you and your students are investigating? The historical inquiry question should explore some aspect of historical complexity: multiple perspectives, multiple causations, or change and continuity over time.

2. Brief Historical Background:

Provide a brief (1-2 paragraphs) overview of the historical context for your lesson. This will not be as detailed as the historical background section of your draft, but should introduce some aspects of the historical topic you'll be researching.

3. Primary Source Analysis:

Select one primary source that you would like to use in your project. Complete your analysis of the source, as described in the Primary Source Analysis section of the project instructions.

4. References:

Include 2-3 resources (books, websites, etc.) you've located that you will use as you develop your project.