Library of Congress Summer Institute: Teaching with Sources  
George Mason University  
History 523

Summer/Fall 2012  
May 21 – December 19, 2012  
The Library of Congress, Washington D.C.

3 Credits

Summer Institute Dates Include:
- May 21-25, 2012
- June 11-15, 2012
- July 9-13, 2012 (World Cultures Focus)
- July 16-20, 2012 (Civil War Focus)
- August 6-10, 2012

Instructor: Dr. Kelly Schrum

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Description of Course:

Participants in Teaching with Primary Sources who enroll to earn 3 graduate credits in history from George Mason University will learn exciting new methods for teaching with primary sources in workshops held at the Library of Congress. Participants will learn various teaching strategies for using primary sources in the classroom and how to access these sources from the Library of Congress. After the workshops, teachers will be able to facilitate primary-source based activities that will enable students to be engaged, think critically and to construct historical knowledge.

Concepts and Skills:
- Researching historical records
- Analyzing documents
- Conducting independent research
- Creating a primary-source based activity to implement in the classroom
- Teaching effectively with primary sources

Assignments:
- Prior to workshop:
  o Complete several online interactive modules developed by the Library of Congress.
During workshop:
  o Attend all seminar sessions
  o Complete professional development builder activities (including primary source analysis, teaching with primary sources, exploring the Library of Congress, understanding digital resources, understanding the inquiry process, and creating inquiry activities with primary sources)
  o Daily reflection and discussion
  o Research and select documents for use in the Primary Source Project Plan
  o Present Primary Source Project Plan and discuss with peers and library staff

After workshop:
  o Develop a Primary Source Project Plan that can be implemented in the classroom that will enable students to be engaged, think critically, and construct knowledge (see below for requirements).
  o Submit draft Primary Source Project Plan to kschrum@gmu.edu by August 20, 2012.
  o Revise Primary Source Project Plan based on instructor feedback. Submit revised plan by September 30, 2012.
  o Teach Primary Source Project Plan by November 15, 2012.
  o Submit completed assignments by December 12, 2012. This includes a revised Primary Source Project Plan, a 5-page reflection on your experience as an educator implementing this project in your instructional setting, and 5 samples of student work completed as part of the activity.
Sample Course Schedule
Teaching with Primary Sources Workshops – Library of Congress

Monday [date varies]
  8:30-9:30 Introductions
  9:30-10:30 Analyzing a Photograph
  10:45-11:45 Analyzing Multiple Sources
  11:45-12:00 Reflection and Discussion I
  1:00-1:30 Review materials in the binder and PD Builder
  1:30-2:30 Primary Source Sort
  2:30-3:15 Web Overview and Guided Practice Part I
  3:15-3:30 Exit cards
  3:45-4:45 Tour of Jefferson Building

Tuesday [date varies]
  9:00-9:30 Review Project Plan and Question and Answer Session
  9:30-10:30 Map Activity
  10:45-11:45 Strategies for Assessing Primary Source Based Learning
  11:45-12:00 Reflection and Discussion II
  1:00-1:45 Web Overview and Guided Practice Part II
  1:45-3:15 PS Project Plan Planning Time
  3:15-3:30 Exit cards
  3:30-4:30 Curator Visit
  5:00 pm Tour of the Main Reading Room

Wednesday [date varies]
  9:00-9:30 Question and Answer Session
  9:30-10:30 Primary Source Investigation
  10:45-11:45 Asking Questions: Guiding Students through PS Analysis
  1:00-1:45 Web Overview and Guided Practice Part III
  1:45-3:15 PS Project Plan Planning Time
  3:15-3:30 Exit cards
  3:30-4:30 Curator Visit

Thursday [date varies]
  9:00-9:30 Question and Answer Session
  9:30-10:30 Book Backdrops
  10:45-11:45 Inquiry Based Instruction
11:45-12:00 Reflection and Discussion III
1:00-3:15 PS Project Plan Planning Time
3:15-3:30 Exit cards
3:30-4:30 Curator Visit

Friday [date varies]
9:00-9:30 Question and Answer Session
9:30-10:30 PS Project Plan Planning Time
10:45-12:00 PS Project Plan Planning Time
1:00-1:30 PS Project Plan Planning Time
1:30-2:30 Participant Presentations
2:45-3:45 Participant Presentations
3:45-4:00 Final Reflection and Discussion IV
4:00-4:30 Evaluation and Next Steps

August 20, 2012: Draft Primary Source Project Plan due to Kelly Schrum
<kschrum@gmu.edu>
Draft must include relevant primary sources (ideally no more than two or three) and a description of how the plan engages students, builds critical thinking skills and constructs knowledge as well as what will happen in the activity and how student learning will be assessed.

September 30, 2012: Revised Primary Source Project Plan due to Kelly Schrum
<kschrum@gmu.edu>


December 12, 2012: Completed Assignments Due
** Please note – all materials may be submitted digitally.
1. A completed Primary Source Project Plan incorporating LOC primary sources and teaching strategies learned at the Teacher Institute.
2. A 5-page written reflection piece on your experience as an educator implementing this project in your instructional setting.
3. Five sample(s) of student work.
Primary Source Project Plan Overview

Description:
Participants will develop a Primary Source Project Plan that will be taught in the classroom before November 15, 2012. Participants will develop strategies and indentify Library of Congress resources that will enable their students to:

- Be engaged
- Think critically
- Construct knowledge

Participants will present their project outline on the final day of the Teacher Institute, explaining how the plan engages students, builds critical thinking skills, and constructs knowledge as well as what will happen in the activity and how student learning will be assessed.

Guidelines:

I. Cover page
   a. Title of plan
   b. Your name
   c. Instructional setting/school
   d. Grade and subject

II. Identify how your plan will . . .
   a. Engage students
   b. Develop critical thinking skills
   c. Construct knowledge

III. Overview of the activity/lesson/unit
   a. What is the goal?
   b. What will the students be doing?
   c. How will you assess student learning?

IV. Display at least one primary source from the Library’s collections (and ideally not more than two or three) that you will use.