

Primarily Teaching: Original Documents and Classroom Strategies
George Mason University
History 523

Summer/Fall 2015
June 22, 2015 – December 4, 2015
Day/Time/Location Varies

3 Credits

Various Locations to Include:

National Archives (Atlanta, Morrow, GA) June 22-26
National Archives (Chicago) June 22-26
National Archives (Seattle, WA) July 6-10
National Archives and Records Administration (Washington, DC) July 6-10
The Herbert Hoover Library and Museum (West Branch, IA) July 20-24

Instructors: Dr. Kelly Schrum and Nate Sleeter

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Center for History and New Media
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Description of Course

Participants in *Primarily Teaching* who enroll to earn 3 graduate credits in history from George Mason University will learn exciting new methods for teaching with a range of primary sources held by the National Archives, including text documents, photographs, maps, motion pictures, sound recordings, and digital resources. Participants will learn how to research historical records and will create classroom materials for teaching with primary sources with the goal of enhancing student skills and enthusiasm for history, government, and related subjects. Participants will conduct original archival research and will develop a primary source-based lesson plan.

Concepts and Skills

- Researching historical records
- Analyzing primary sources
- Conducting independent research
- Creating teaching activities
- Teaching effectively with primary sources

Assignments

Prior to workshop

- Identify research topic and conduct preliminary research in secondary sources.

During Workshop

- Attend all seminar sessions
- Research and select primary sources appropriate for classroom use
- Analyze archival sources for content, skills, and methods
- Develop teaching materials based on primary sources (including introduction, objectives, connection to national standards, detailed description of student activities with instructions to teachers, copies of documents, evaluation strategies, and bibliography); and
- Present teaching materials and process to group, describing progress, problems, and professional review of primary source selection.

After Workshop

- Complete independent research and prepare lesson plan (see below for requirements)
- Submit a draft lesson plan and revisions based on feedback
- Teach lesson plan during the fall
- Submit lesson reflection and sample student work

Sample Course Schedule

** Please note: Workshop schedules will vary by location

Monday	8:45	Welcome
	9:00	Continental Breakfast
	9:30	Introductions: Staff
	9:45	Special Rotunda tour
	10:00	Introductions: Participants. Overview of Case Study, Workshop Objectives and Schedule
	10:15	Break
	10:30	Overview of www.docsteach.org ;
	11:15	Obtain researcher cards
	12:00	LUNCH
	1:00	Orientation to Research Rooms and Procedures
	1:30-4:00	Case Study Research
	Tuesday (9:00-4:00) Case Study Research	

Wednesday (9:00-4:00)

Case Study or Independent Research
([You should have 3 case study documents scanned by the end of the day.](#))

Thursday (9:00-4:00)

DocsTeach.org Activity Development
Staff available to assist with DocsTeach
(You may also use this time for further research)

Friday

9:00	Continental Breakfast
9:45	Presentation of DocsTeach learning activities
10:45	Break
11:00	Special Exhibit Tour
12:00	Lunch
1:00-3:00	Presentation of DocsTeach learning activities

(Cont'd)

August 21, 2015: Lesson plan draft due to Kelly Schrum and Nate Sleeter
Draft must include relevant primary sources (maximum of 3 sources) 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. See guidelines for details.

October 1, 2015: Revised Lesson Plan due to Kelly Schrum

November 13, 2015: Teach Lesson Plan by this date.

December 4, 2015: Completed Assignments Due **Please note: all materials may be submitted digitally

- Completed Lesson Plan incorporating NARA primary sources and teaching strategies learned at the Primarily Teaching Workshop.
- 5-page written reflection on your experience as an educator implementing this project in your instructional setting.
- 5 student work samples.

Lesson Plan Requirements

Description

At the conclusion of the regional workshop's activities, participants will draft a final lesson to be taught in the classroom before November 13, 2015. The fall semester provides the opportunity to revise and teach a primary source lesson to engage students in the historical thinking process.

All project materials should be submitted electronically to Kelly Schrum by the due date indicated on the schedule.

Guidelines

- Lesson plan summary (1 page):
 - Objectives
 - Primary sources
 - Student activities
 - Document collection
 - Evaluation techniques
 - Problems or future questions to explore

- Final Project, including...
 - Title page
 - Note to teachers setting the documents in historical context and introducing the lesson
 - Statement of objectives
 - Materials list
 - Detailed description of student activities with instructions to teachers
 - A copy of each primary source to be used with activities (maximum of 10)
 - Archival citations for selected primary sources
 - Suggestions for evaluating the lesson
 - Bibliography for teachers and students