Westfield State University
Center for Teacher Education and Research
Course Registration Number: Hist0598
Link to Course Canvas Site
Link to Course Google Folder
Link to Registration Form

Course Title: Accessing Inquiry for Students with Disabilities through Primary Sources - Fully Online
Credit: One Graduate Credit in History

Instructors:

Rich Cairn, Director for the Collaborative for Educational Services Emerging America program and Library of Congress Teaching with Primary Sources Program at CES (bio).
Alison Noyes, Assistant Director for the Collaborative for Educational Services Emerging America program and Library of Congress Teaching with Primary Sources Program at CES (bio).

Dates: July 6 through July 31, 2020; final assignments due by August 7.
Online Synchronous Session: Wednesday, July 8, 2020 from 7:00pm - 8:00pm
Office Hours: Call 9am to 3pm, Eastern Time, or contact by email.
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Location: fully online

Course Description:
    This four-week, summer, intensive, fully-online course will introduce candidates to instructional strategies in History, Social Science, and Humanities especially for students with disabilities and students with diverse learning styles. History of people with disabilities as content serves as part of inclusion and engagement for all. Course participants will learn key concepts and events of Disability History in the United States. They will find, access, and analyze a range of primary sources on disability, featuring the Library of Congress and World Digital Library. They will create and revise an inquiry-based lesson that effectively employs Universal Design for Learning and related strategies to harness the strengths of diverse learners. Each teacher will end the course having created a lesson and assessments (fully aligned to standards) that includes the history of people with disabilities in a subject area the teacher is excited about expanding.

    The vast collections of the Library of Congress (60 million primary sources online) and World Digital Library (19,000 selected items from 193 major libraries around the globe between 8000 BCE and 2000) support student engagement and inquiry. Maps, images, film, sound recordings, and documents enrich a host of topics concerning the unique history of people with disabilities in America across the centuries.

Objectives – Learning Outcomes:
By the end of the course, participants will be able to:
- Demonstrate knowledge and capability to apply major concepts of disability history, especially analysis of how ideas of disability influenced major turning points in American history. These include: early 19th Century reform movements; veterans affairs from Civil War and WWI; immigration law; the Eugenics Movement; creation of the Social Security system; and post-WWII Disability Rights movement.
- Navigate the Library of Congress online resources, including finding, appropriately citing, and using primary sources, including in a text set, for use by students and by colleagues.
- Demonstrate familiarity with historical thinking as represented in state and national standards for Social Studies and literacy, including the complete inquiry cycle of learning: making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions.
- Identify and utilize multiple strategies and tools, including Universal Design for Learning (UDL), document analysis, and focused vocabulary instruction, to differentiate support of students with a broad range of disabilities to engage with history, social studies, and humanities concepts and sources.
- Consider and address student strengths and gaps in background knowledge, vocabulary, understanding of academic concepts, and core academic skills.
- Apply classroom strategies for students with disabilities to understand and use complex informational texts, including strategies for focused teaching of vocabulary, and use of a wide range of primary sources.

Outcomes Linked to Assessment

Outcome	Assessment Tool
Band 1: ● Apply Universal Design for Learning (UDL) precepts and multiple intelligence framework in the context of teaching history and social studies: engagement, representation, and expression. ● Effectively synthesize UDL with Model of Inquiry.	● Participate in online discussion in the Teaching with Primary Sources Teachers Network (TPS Network): ● Incorporate principles of UDL and of multiple intelligences in teaching strategies for History and Social Science. ● Incorporate UDL in inquiry-based lesson design.
Band 2: ● Demonstrate knowledge and capability to apply the major concepts of disability history; analyze how ideas of disability influenced major turning points in American history, including: early 19th Century reform movements; veterans affairs from Civil War and WWI; Eugenics and immigration law; creation	● Participate in online discussions in the Teaching with Primary Sources Teachers Network (TPS Network). ● Explore ways history of people with disabilities fits within the curriculum of each teacher's school. ○ Integrate Disability History into lesson design on topic of choice. ● Complete search and generate text set on Disability History, featuring Library

of the Social Security system; and post-WWII Disability Rights movement. ● Integrate Disability History within broad study of history. ● Review and assess available methods and historical content to increase representation of people with disabilities. ● Navigate Library of Congress online resources, including finding and appropriately sourcing primary sources.	of Congress and the World Digital Library websites. ○ Engaging, meaningful, and flexible text set, of at least 5-6 primary sources (including from Library of Congress). ● Generate compelling and effective guiding questions.
Band 3: ● Demonstrate familiarity with inquiry-based learning and historical thinking as represented in state and national standards for Social Studies and literacy. ● Differentiate a wide variety of formats and perspectives of primary sources. ● Demonstrate competence with the complete inquiry cycle of learning: connect, wonder, investigate, construct, express, and reflect (on inquiry process).	● Create a new draft or enhance an existing inquiry-based lesson plan incorporating disability history and inquiry-based thinking skills. ○ Feature a key historical question that can be investigated through analysis of the primary and secondary sources in the lesson. ● Complete search and generate text set on Disability History, featuring Library of Congress and the World Digital Library websites. ○ Engaging, meaningful, and flexible text set, of at least 5-6 primary sources (including from Library of Congress). ● Write prompts for Library of Congress Primary Source Analysis Tool (Observe-Reflect-Question + Investigate) for a primary source on disability history, of appropriate difficulty and complexity to fully engage all of the teacher's students.
Band 4: ● Identify, judge, and select multiple strategies and tools in application of UDL, including source analysis and focused vocabulary instruction, to support students with a broad range of disabilities in investigation of key concepts and content of history, social science, and humanities. ● Consider and address strengths and needs of students with disabilities' and other struggling learners for: background knowledge, vocabulary, literacy skills,	● Apply to a lesson plan effective instructional strategies for students with disabilities, including UDL, and effective instruction in vocabulary, contextualized content, reading complex texts, and writing historical and cultural content. ● Analyze an (anonymous) student's needs and submit strategies to address those needs. ● Submit a complete draft of accessible lesson plan for peer review. ● Revise and submit final draft of lesson plan.

and understanding of essential historical concepts. ● Apply classroom strategies for students with disabilities to understand and use complex primary sources and other informational texts.	● Upload a written reflection or 2-minute video or podcast describing the lesson plan created for the course, showcasing methods, and one or more of the primary sources.

Meets Massachusetts State requirement for 15 hours professional development for academic content teachers to strengthen teaching Special Education Students.

Instructional Strategies:

x	Lecture	x Discovery/Inquiry
x	Discussion/Questioning	__ Field Trips
__	Data Collection and Analysis	__ Interviewing
__	Pre-Practicum	x Computer Applications
__	Laboratory	__ Collaborative Learning Groups
__	Role Playing/Simulation	x Reflective Responses
x	Problem Finding/Solving	x Creating Visual Illustrations of Concepts
x	Independent Learning	x View/Listen Technology Followed by Discuss
		__ Other _

Technology Initiatives:
Participants will utilize technology as:
        x   a research tool
        x   an instructional tool
        x   a communication method (email/online forum)
        x   an enhancement tool for the design of lessons and curriculum unit

Prerequisites:
● Familiarity with guiding educational standards that apply to History and Social Studies; familiarity with standards in the candidate's home state covering History and Social Studies, Literacy and Research skills, and Inquiry.
● Basic facility with Google Docs: Google drive login; open, re-name, and share folders; upload, edit, name, share, and download documents.

Course Modules

Link to Course Google Folder

WEEK 1: Universal Design for Learning in History & Social Sciences

Week 1 (July 6-12)

- Course Intro:
    - Instructors, Classmates, Sponsors: Library of Congress; Emerging America
    - Expectations, Assignments, & Navigation
    - Why Primary Sources? Why Disability History?
- Universal Design for Learning:
    - "Design to the edges." Engagement. Representation. Action & Expression.
    - Getting Started with Universal Design for Learning. Understood.org.
    - UDL lesson planning template based on CAST.org UDL guidelines.
- Model Primary Source Analysis:
    - Observe-Reflect-Question-Investigate Primary Source Analysis Form
    - OPTIONAL: Explore alternatives: SHEG's SC3, APPARTS, etc.
- Webinar - July 8, 7pm: "From Reform to Self-Advocacy: History of People with Disabilities"
    - Second Great Awakening; Veterans; Charitable Institutions; Eugenics; Immigration; Occupational Training; and Disability Rights Movement.
- History of People with Disabilities- reflect on Webinar
    - How can the history of people with disabilities be incorporated into your curriculum?
- How can disability be represented in the lesson plan you develop?
- Work on Course Project: Participants explore lesson plan topics. Choose learning goals.
    - Begin to search for a text set.

WEEK 2: Historical Thinking through Primary Sources

Week 2 (July 13-19)

- Inquiry: End Goal AND Strategy for Accessibility:
    - Model of investigation based on primary sources.
    - Teaching students to ask meaningful and pertinent questions.
- Literacy and Inquiry: Make and support claims with solid reasoning and evidence.
    - Online Activities and Discussion: "Making & Supporting Historical Claims"
- Work on Course Project: Draft guiding question(s). Begin to build text set.
- Work on Course Project: Draft guiding question(s). Write assessments. Complete text set. Write prompts for one primary source in Observe- Reflect- Question- Investigate form.

WEEK 3: Getting to Know Your Students, Making Your Curriculum More Accessible
Week 3 (July 20-26)
- Students with Disabilities in American Classrooms
- Assessment Strategies. Scaffolding. Choices. Transferable academic vocabulary.
- Strategies to Make Sources Accessible
    - Tools for making complex texts accessible:
        - Excerpt. Translate.
        - Digital tools.
        - Review accessible curriculum resources.
    - Bricks-and-Mortar Vocabulary Strategy.
    - Multiple Intelligences.
    - Mental Frameworks: Timelines. Maps. Themes.
    - Thinking Maps and other graphic organizers.
    - Scaffolding.
- Work on Course Project: Write lesson procedures. Complete Universal Design for Learning grid. Complete Bricks-and-Mortar Vocabulary grid.
- Apply Tools of Access to Existing Curriculum.
- Work on Course Project: Complete lesson draft and share it with classmates. (Due date: July 25.)
- Provide feedback to peers on their lessons. (Due date: July 27)

WEEK 4: Reflecting on Inquiry, Access and Inclusion (July 27-31)
Week 4 July 27-31)
- Synthesize concepts and strategies of accessibility.
- Work on Course Project: Revise lesson based on input from classmates. Complete final product.

WRAP UP:
- Finish Assignments (due August 7) - Submit lesson. Final due date for all assignments.

COURSE REQUIREMENTS

To clearly demonstrate the capacity to apply what is learned in the course, candidates must:
- Complete assigned advanced readings.
- Participate in the Library of Congress Teaching with Primary Sources (TPS) Teachers Network. http://**tpsteachersnetwork**.org/register Post analysis and reflections in the Disability History Group. (You must log-in for this link to work.)
- Create or enhance an inquiry-based lesson incorporating Disability History and historical thinking skills into the curriculum.
    a. Feature a guiding question that can be addressed through the primary and secondary sources in the lesson (including sources from the Library of Congress), and pertinent tools of analysis.
    b. Using the Library of Congress Primary Source Analysis Tool, write prompts (under Observe-Reflect-Question) for a primary source on Disability History in order to stimulate inquiry. Prompts must be of appropriate difficulty and complexity to fully engage all of the candidate's potential students.
- Apply to lesson key strategies for Universal Design for Learning (UDL), use of technology, family engagement, and effective instruction for students with disabilities in vocabulary, contextual content, and reading; and suggested roles for teachers and paraprofessionals in Special Education.

Grading Criteria	Percent of Grade
Posts to TPS Network.	35%
Written inquiry-based lesson, using primary sources, including 5-6 primary sources from Library of Congress.	25%
Prompts for primary source analysis tool.	5%
Apply to lesson key strategies, including Universal Design for Learning, for effective instruction of students with disabilities in the chosen content of History-Social Science-Humanities.	30%
Final Reflection: a) Post to TPS or Upload a 2-minute video or podcast with b) your final reflection or c) describing the lesson plan created for the course, showcasing methods, and one or more of the primary sources.	5%

Evaluation/Grading:

A	95-100
A-	89-94
B+	85-88
B	80-84
F	0-79

This is a project-based and highly interactive course. Late work would seriously detract from the experiences of fellow candidates. Therefore all assignments must be on time. Should an emergency arise, email the instructor rcairn@collaborative.org to propose a plan to make up work. See due dates in Canvas.

As a graduate level course for practicing professionals, completed assignments must be rooted in relevant theory and significant experience. A high level of critical thinking, analysis, and synthesis of course and any external material is essential. All assignments must be

professionally prepared and presented; including: word-processed with no spelling or mechanical errors, with proper citations in APA style for all secondary sources, and: title, year, creator, URL, thumbnail image (for all visuals), and annotation for each primary source.

ACADEMIC HONESTY Please go the following link (http://www.westfield.ma.edu/prospectivestudents/campuslife/student handbook/academiclife/academichonestypolicy/) and become familiar with the Westfield State University Academic Honesty Policy. This is YOUR RESPONSIBILITY.

<u>Access to Westfield State University academic record online / requesting transcripts</u>
Once grades have been submitted and entered, students who enrolled for graduate credit may request a transcript by printing and mailing the Westfield State Transcript Request form. If you want to be able to log in to view your Westfield State record online (or do not want to send your social security number on the Transcript Request form), you may call the Graduate Office (413-572-8020), and they will provide your WSU student ID number.

Rubric for Assessing Inquiry-Based Lesson

Criteria	Exemplary	Proficient	Emerging	No Credit
Address Disability History	Lesson supports in-depth exploration of a substantial topic of Disability History.	Lesson addresses a substantial topic of Disability History.	Lesson addresses Disability History.	Ignores Disability History.
Use primary sources to promote inquiry. (See TPS Lesson Plan Guidelines, below.)	Lesson demonstrates critical examination of primary sources, including a text set of 5-6 sources, which includes one or more from Library of Congress; requires students to use elements of historical inquiry in their analysis of primary sources. Students must develop questions for further investigation.	Lesson integrates one or two related primary sources from Library of Congress and possibly other collections in a lesson that demonstrates basic inquiry strategies. Students develop questions based on the primary sources.	Lesson includes one or two primary sources from the Library of Congress. Students answer questions about the primary source.	This lesson could easily be taught without primary sources.
Linking objectives, standards and documents	Stated learning objectives of content, specific literacy skills from state standards, use of primary sources–all linked in cohesive, sophisticated way.	Learning objectives stated; topics from state standards and literacy skills generally linked to primary sources.	Learning objectives stated; topics from the content and to literacy skills are marginally related to lesson.	Learning objectives and standards are missing or do not link to activity.
Universal Design	Lesson thoroughly, thoughtfully, and effectively incorporates components of Universal Design for Learning across all four domains and in all three aspects of lesson. UDL checklist complete and fully explained.	Lesson incorporates components of Universal Design for Learning across all four domains and in all three aspects of lesson. UDL checklist complete and explained.	Lesson includes elements of Universal Design for Learning. UDL checklist at least partially complete.	Lesson does not include elements of Universal Design for Learning. UDL checklist not done.
Lesson Assessment .	Assessment links directly to the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment connects to most of the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment and learning objectives have loose or unclear connections. Assessment does not measure proficiency in the stated objectives.	There is no connection between assessment and learning objectives.

Rubric for Assessing Posts to Course Discussions

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Comments, Essays, and Reviews	Posts thoughtfully address the assignment, including comments on peer posts. Posts are on time, and are reasoned, insightful, articulate, well written, and demonstrate an awareness of the audience.	Posts address the assignment, including comments on peer posts. Posts are on time, show careful thought, include insights, are reasonably well written, and are appropriate for the audience.	Posts attempt to respond to the assignment, including comments on peer posts. Posts are usually on time, and attempt to be thoughtful or insightful, but are not well-written or aware of the audience.	Posts are missing. Posts do not respond to the assignment, are not or are rarely submitted on time. Posts are unclear and/or are inappropriate for the audience.
Content	Assignment and forum postings are factually correct, make a substantive contribution, and refer to the literature and to personal and professional experiences in a way that supports the argument or the point.	Assignment and forum postings are generally accurate, make a contribution, and usually refer to the literature or to personal and professional experiences in an effort to support the argument or the point.	Assignment and forum postings may be accurate, and may make a contribution, but rarely refer to the literature or to personal and professional experiences to support the argument or the point.	Assignment and forum postings are not accurate, do not make a contribution to class understanding, and do not refer to the literature or to personal and professional experiences.

Library of Congress Teaching with Primary Sources (TPS) Lesson Plan Guidelines (2012)

TPS lessons engage students, promote critical thinking, and build content knowledge.

Exemplary lessons demonstrate all of the following approaches:
- Supports inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Models primary source analysis that includes observing, reflecting and questioning
- Uses primary sources that connect to the subject/topic under study
- Presents primary sources in a historically accurate context
- Provides for students of varying abilities, learning styles and interests to learn with primary sources
- Requires students to demonstrate knowledge or skills gained from the analysis of primary sources

READINGS & RESOURCES

COURSE RESOURCES
- Resources will be available in a [course Google Folder](#). Candidates will also work on their assignments in the folder.
- Use the course [Canvas](#) site for assignments, instructions, links to readings, and more.
- Post written prompts in the Library of Congress TPS Network. Join here: http://tpsteachersnetwork.org/register.
- Emerging America resources: http://emergingamerica.org/accessing-inquiry/overview.
- Address and access available via email rcairn@collaborative.org or anoyes@collaborative.org.

REQUIRED TEXTS (Online and/or in course Readings folder.)

Standards
- *College, Career and Civic Life (C3) Framework for Social Studies State Standards*. National Council for the Social Studies. (2013). Pages 17-19. http://www.socialstudies.org/c3.
- Candidates' own state's most current social studies standards or framework.
- Massachusetts current frameworks: http://www.doe.mass.edu/frameworks/current.html:
  - Massachusetts History and Social Science Framework. (2018). http://www.doe.mass.edu/frameworks/hss/2018-12.pdf

Pedagogy, Historical Thinking, & Curriculum
- CAST (2018). Universal Design for Learning Guidelines version 2.2. http://udlguidelines.cast.org
- CAST. (2010). Universal Design for Learning (UDL) Intro. Video. (4:32 minutes). https://www.youtube.com/watch?v=bDvKnY0g6e
- **Emerging America: Accessing Inquiry.** http://emergingamerica.org/accessing-inquiry/.
- Gonzalez, J. (10.2.2016) Is your classroom academically safe? http://www.cultofpedagogy.com/academic-risk-taking/
- Land, M.K. (May 3, 2011) "Five Simple Techniques to Incorporate Social and Emotional Learning" https://www.edutopia.org/blog/social-emotional-learning-education-sel-mary-kate-land
- Massachusetts Department of Elementary and Secondary Education. Definitions of Disabilities: http://www.doe.mass.edu/sped/definitions.html
- Swanson, E. et al, Engaging Students with Disabilities in Text-Based Discussion: Guidance for General Education Social Studies Classrooms. Teaching Exceptional Children, Vol. 51, No. 4, pp. 305-312. March/April 2019.
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice.* 5(3), 36-45.
- Getting Started with Universal Design for Learning: UDL lesson planning template based on CAST.org UDL guidelines. Understood.org.

Disability History
- Argetsinger, J., & Q. LaLonde. (2015, updated 2020). "Disability History: What contributed to a growing understanding and awareness of people with disabilities?" Essay introducing Primary Source Set from EmergingAmerica.org.

http://emergingamerica.org/resource/disability-history/

- Baynton, D. (2001). "Disability and the Justification of Inequality in American History" Disability History Museum. http://www.disabilitymuseum.org/dhm/edu/essay.html?id=70
- Bly, N. Ten Days in a Madhouse. (1887). (Chapter I, Lines 1-11; Chapter VI, Lines 139-141; & Chapter VII, Lines 201-218.) At Disability History Museum. https://www.disabilitymuseum.org/dhm/lib/detail.html?id=1123&&page=1
- Library of Congress online resources on Disability History:
  - National Library Service for the Blind. History. (First two sections, Lines 1-12.) https://www.loc.gov/nls/about/organization/history/
  - Early American Eugenics Movement. Topics in Chronicling America. (Choose one article.) https://guides.loc.gov/chronicling-america-early-eugenics/selected-articles
- The Power of 504. Video. (1987). (From 0:00-4:00 minutes). https://www.youtube.com/watch?v=SyWcCuVta7M
- Roberts, E. (1977). Patient No More: 504 Sit-In Victory Rally Speech. https://ollibean.com/ed/
- Schur, L., Kruse, D., & Blanck, P. D. (2013). Introduction: Models of disability. *People with disabilities: Sidelined or mainstreamed?* (pp. 8-13). New York, NY: Cambridge University Press.
- Scotch, R. K. (2001). American Disability policy in the twentieth century. In *The new disability history* (pp. 375-392). New York, NY: New York University Press.

<u>Essential Digital Collections and Teaching Resources</u>
(Throughout this course, you will draw from these digital resources.)

- PRIORITY: Emerging America:
  - Disability History through Primary Sources: http://emergingamerica.org/accessing-inquiry/disability-history-through-primary-sources
  - Accessing Inquiry http://emergingamerica.org/accessing-inquiry/.
  - Disability History lesson plans. Search Teaching Resources library. http://emergingamerica.org/teaching-resources/
- Library of Congress http://loc.gov (See Emerging America above.)
  - Library of Congress Teachers Page: http://LoC.Gov/teachers.
  - Library of Congress - teachers videos: http://www.loc.gov/teachers/professionaldevelopment/videos/?loclr=blogtea
  - Library of Congress YouTube - Teachers Channel: https://www.youtube.com/user/LibraryOfCongress/search?query=Teachers
- Disability History Museum http://www.disabilitymuseum.org/

Recommended Resources

Access for Students with Disabilities
- Carlson, P. B., & Clevenson, R. B. (n.d.). Engaging all learners with primary sources. *Teaching with Primary Sources Journal*. Library of Congress. http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/article.html
- Collaborative for Academic, Social, and Emotional Learning (CASEL) http://www.casel.org. *Effective social and emotional learning programs.* (2015). https://casel.org/middle-and-high-school-edition-casel-guide/
- Massachusetts Department of Elementary and Secondary Education: Parents Guide to legal rights & procedures in Special Education. http://www.doe.mass.edu/sped/prb/
- Lintner, T., & Schweder, W. (2011). *Practical strategies for teaching K-12 social studies in inclusive classrooms* (International Social Studies Forum). Charlotte, NC: Information Age Pub.
- Minarik, D., & Lintner, T. (2016). *Social studies & exceptional learners* (115th ed., NCSS Bulletin). Silver Spring, MD: National Council for the Social Studies.
- Pape, Barbara (2018). Learner Variability is the Norm, not the Exception. Digital Promise. https://digitalpromise.org/wp-content/uploads/2018/06/Learner-Variability-Is-The-Rule.pdf

Instructional Tools
- Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, Me.: Stenhouse.
- EL Education, Leaders of Their Own Learning: Student-Engaged Assessment Videos https://eleducation.org/resources/collections/leaders-of-their-own-learning-videos
- Sedita, J. (2005). Effective Vocabulary Instruction. Published in "Insights on Learning Disabilities." 2(1) 33-45.

Disability History
- Longmore, P. K., & Umansky, L. (2001). *The new disability history: American perspectives*. New York: New York University Press.
- Nielsen, K. E. (2012). *A disability history of the United States*. Boston: Beacon Press.
- Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.

Elementary History Education
- Ritchart, R. & Perkins, D. (2008). Making Thinking Visible. Educational Leadership, Vol. 65. No. 5. Pages 57-61. http://pz.harvard.edu/sites/default/files/makingthinkingvisibleEL.pdf

Historical Thinking
- Breakstone, J., & Smith, M. (n.d.). Assessing Historical Thinking Skills Using Library of Congress Primary Sources. *The Teaching with Primary Sources Journal*. Library of Congress. http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/
- Cairn, R. (n.d.). Primary sources: at the heart of the Common Core State Standards. *Teaching with Primary Sources Journal*. (Fall, 2012). Library of Congress. http://www.loc.gov/teachers/tps/journal/common_core/article.html

- Donovan, S., & Bransford, J. (2005). *How students learn: history in the classroom*. Washington, DC: National Academies Press. pp. 1-27. Print. http://www.nap.edu/catalog.php?record_id=11100
- Immordino-Yang, M. H. & Knecht, D. R. (2020). Building Meaning Builds Teens' Brains. May 2020 | Volume 77 | Number 8. Learning and the Brain Pages 36-43. http://www.ascd.org/publications/educational-leadership/may20/vol77/num08/Building-Meaning-Builds-Teens'-Brains.aspx
- Lazar, Stephen. 2011. Teaching History Through Inquiry. Teacher Leaders Network: Education Week "Teacher." November 1, 2011. https://www.edweek.org/tm/articles/2011/10/31/tln_lazar.html
- Olbrys, Stefani. 2019. The Deliberative Classroom: Inquiry-Based Teaching, Evaluative Questions, and Deliberation. Social Education, 83(1) pp. 30-34. January/February 2019.
- Posey, A. (2020) Leveraging Neuroscience in Lesson Design. May 2020 | Volume 77 | Number 8. Learning and the Brain. http://www.ascd.org/publications/educational-leadership/may20/vol77/num08/Leveraging-Neuroscience-in-Lesson-Design.aspx
- Stanford History Education Group (SHEG). Especially "Thinking Like a Historian." http://sheg.stanford.edu/
- Stripling, B. (n.d.). Teaching inquiry with primary sources. *TPS Quarterly*. Summer, 2009. Accessed October 4, 2016, from http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html
- Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.
- Wineburg, S. (2010). Historical thinking: memorizing facts and stuff? *TPS Quarterly*. Library of Congress. http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html
- Wineburg, S. (2011). Reading Like a Historian. New York: Teachers College Press.