

## **Old Documents, New Technology: Using Interactive Whiteboards to Explore Primary Sources**

### **Instructors:**

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Vermont History Museum, 109 State Street, Montpelier, VT 05609

**Classroom location:** Vermont History Museum, 109 State Street, Montpelier  
and Vermont Department of Education, 120 State Street, Montpelier

### **Course Description:**

*Old Documents, New Technology: Using Interactive Whiteboards to Explore Primary Sources* is a summer (2011) professional development workshop for Vermont teachers who want to improve their abilities to use interactive whiteboards and primary sources to teach US and Vermont history. Using Primary Source Sets from the Library of Congress, the teachers will develop interactive whiteboard lessons to use in their classrooms and to share with other educators. The lessons, with links to related Vermont primary sources, will be available through the Vermont History Explorer web site ([www.vermonthistory.org/explorer](http://www.vermonthistory.org/explorer)). This course is a collaboration between the Vermont Historical Society and the Vermont Department of Education.

### **Course Objectives:**

Participants will

- learn how interactive whiteboards provide an engaging methodology for students to analyze primary sources
- practice using specific interactive whiteboard techniques that help students investigate primary sources, including split screens to transcribe historic documents and flashlights to focus attention on details of historic photographs
- locate and analyze primary sources from the Library of Congress and the Vermont Historical Society
- make connections between Vermont history and United States history
- use primary sources to develop interactive whiteboard lessons for classroom use
- collaborate with colleagues to share ideas, strategies and lessons

### **Required Readings and Materials:**

For the summer workshop, participants should have access to a laptop computer and appropriate whiteboard software. Participants should have access to a SMART board or Promethean board in their classrooms or at their school in order to apply the skills learned during the workshop.

Participants will be required to take the following on-line training modules (<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/>) before the start of the course:

- Introduction to the Library of Congress (1 hour)
- Supporting Inquiry with Primary Sources (1 hour)
- Analyzing Primary Sources: Photographs and Prints (1 hour)

**Required text:** Social Studies That Sticks: How to Bring Content and Concepts to Life by Laurel Schmidt

**Suggested text:** The Interactive Whiteboard Revolution: Teaching with IWBs by Chris Betcher and Mal Lee

**Course Schedule:**

- 3 hours on-line before the course (see above)
- Monday through Friday, July 18–22, 2011, 8:00 – 3:30 daily
- Follow-up web conference in October (2.5 hours), date to be determined by participant availability

Course pre-requisite

Participants are required to take the following on-line training modules (<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/>) before the start of the course:

- Introduction to the Library of Congress (1 hour)
- Supporting Inquiry with Primary Sources (1 hour)
- Analyzing Primary Sources: Photographs and Prints (1 hour)

Participants should turn in completion certificates at first class.

Day 1 – Monday, July 18

Instructors will demonstrate classroom tested interactive whiteboard lessons. Participants will analyze the different interactive whiteboard techniques used and practice using the techniques with appropriate software. Participants will explore pre-selected “Primary Sources Sets” available through the Library of Congress web site and related Vermont history primary sources available through the Vermont History Explorer web site.

See: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>  
<http://www.vermonthistory.org/explorer>

Homework: Participants will select a “Primary Source Set” from the list to use for developing their interactive whiteboard lesson.

Day 2 – Tuesday, July 19

Using Library of Congress analysis materials, instructors will guide participants through analyzing various primary sources, including written documents, photographs, and maps. Participants will have time to practice analyzing primary sources. Instructors will

demonstrate additional interactive whiteboard techniques. Participants will have time to try using these and other techniques, with support from instructors.

Homework: Read Social Studies That Sticks chapter 3: “Investigations, Discovering the World through Primary Sources” (pg 41-71)

#### Day 3 – Wednesday, July 20

Participants will tour the Vermont History Museum in Montpelier. Participants will begin developing an interactive whiteboard lesson using their selected “Primary Source Set.” Participants will have time to work with instructors and fellow participants to discuss methodology, primary sources, and technical details.

Homework: Review school curriculum with selected “Primary Source Set” to ensure that lesson will be useful in current classroom.

#### Day 4 – Thursday, July 21

Work day for developing interactive whiteboard lesson. Instructors will review specific interactive whiteboard techniques, as necessary. Participants will conference with instructors and fellow participants to critique the lessons being developed.

Homework: Read Social Studies That Sticks Chapter 5: “Getting the Picture: Thinking with Things” (pg 107-127)

#### Day 5 – Friday, July 22

Final work time for developing interactive whiteboard lesson. Participants will present lessons to whole class for sharing and additional feedback.

#### Follow-up web conference in fall – date to be determined by participant availability

Participants will test their interactive whiteboard lesson with students (as allowed by curriculum sequence). Participants will share reflections and suggestions for future use during web conference.

### **Course Requirements:**

Participants will design one interactive whiteboard lesson (ideally for SMART board or Promethean board) that:

- uses at least one primary source from a Library of Congress “Primary Source Set” and one related Vermont primary source.
- uses at least one interactive whiteboard technique demonstrated during course.
- engages students in learning history by using the interactive whiteboard and primary sources.
- uses the provided lesson plan template.
- contains all necessary information and resources so the lesson can be easily shared with other educators.

Assignments and grading:

<u>Assignment</u>	<u>Due date</u>	<u>% of grade</u>
Library of Congress modules	July 18	15%
Attendance & participation	Daily	25%
Interactive Whiteboard lesson	July 22	40%
Final reflection	Fall conference	20%

## **Lesson Plan Template**

Lesson Plan Title:

Teacher Name:

Content Area:

Grade Level:

Time Needed: (include number of class periods, length of class periods, and total time)

### **Standards**

Content Standards and Grade Expectations:

NETS\*S Standards (Technology Standards for Students):

NETS\*T Standards (Technology Standards for Teachers):

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

**Goal** (big picture idea of what students will do and learn during the lesson)

**Objectives** (specific, measurable student outcomes of the lesson)

**Essential Questions** (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

### **Resources**

Primary Sources: (include Title, URL, Author/Artist/Creator, Date, Copyright Restrictions)

Technology: (include files for interactive whiteboard slides in either Smart Notebook format or Promethean ActivInspire format)

Materials: (include analysis tools, worksheets, handouts and rubrics)

**Preparation** (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

**Management** (How and where will your students work? Classroom, lab, groups, etc.?)

**Instruction and Activities** (provide detailed instructions so other teachers will be able to replicate or adapt the lesson)

**Differentiation** (How will students approach the lesson and activities at different levels? What adaptations are necessary for all students to be successful in achieving the goals and objectives of the lesson?)