



Fall 2023

Course Title: Creating Primary Source Inquiries for Students

Number of Credits: 3

Level: Graduate

Course Number: EDU 5515 S48

Location: Online Zoom and asynchronous sessions

Dates and Times: October 17 – December 16, 2023

Tuesdays, 4:30 - 6:00 pm

October 17, 24; November 7, 14, 28, December 12, 2023 Primary Source Inquiry Workshops

November 29 – December 9 Asynchronous discussions and office hour meetings

December 16 Final Project Due

Format: Online

[REGISTRATION LINK](#)

Instructor: Sarah Rooker, info@flowofhistory.org, 802.299.0282

Sponsor: The Flow of History

Course Description:

The course is offered by the Flow of History. The course will meet online with both synchronous and asynchronous sessions. Each session begins with an historical overview for teacher background knowledge. Using sample inquiries this course introduces historical thinking skills, online sources for finding historical materials, and approaches to supporting student analysis and interpretation..

Course Goals:

- a. To learn the background knowledge necessary to teach VT and NH history.
- b. To identify historical thinking skills for students.
- c. To understand how to build historical inquiries using primary sources.

Course Objectives:

- Use history to prompt meaningful discussions about multiple perspectives and different cultures.
- Learn how to investigate primary sources with students.

Required Readings/Texts: (Flow of History provides all reading materials)

Pedagogical Readings

- Swann, Grant and Lee, [Questions that Compel and Support](#)
- Jeffrey Nokes, [Barriers to Historical Thinking](#)

Historical Content Readings

- October 17: [Brave Little State: Why Vermont streams have become more powerful—and how that fuels devastating flooding](#)
- October 24: [The Bitter Cry of the Children](#)
- November 7: [Then Again: Immigrants Helped Vermont Boom](#)
- November 14: [Connecticut and the West Indies: Sugar Spurs Trans-Atlantic Trade](#)
- November 28: [What's the History of the Underground Railroad in Vermont?](#)
- December 12: [Then Again The Great Depression changed Vermonters view of federal aid, to a degree](#)

Assignments:

1. Actively participates in all sessions (20%)
2. Prepares draft historical inquiry/writing task for asynchronous discussion and office hours (20%)
3. Writes a 2-3 page reflection, considering the ways in which the central themes and/or teaching approaches discussed in the sessions might be applied to your teaching. (20%)
4. Final Assignment-creates a historical inquiry for students using primary sources. Identify the historical thinking skills the inquiry addresses. (40%) see rubric at the end of this document

Class Schedule:

October 17: What can history tell us about why Vermont communities have been so impacted by flooding?

How does human activity on the land impact neighboring natural and human communities? How has our contemporary landscape been shaped by human activity in the past?

Topics: Early Settlement, Economic Development, Environmental history

Primary Sources: Maps, Photographs

Pre-Readings:

- [Brave Little State: Why Vermont streams have become more powerful—and how that fuels devastating flooding](#)

October 24: How did industrialization change the lives of people in our communities?

Topics: From Farm to Factory; Child Labor

Primary Sources: Diaries, Letters, Lewis Hine Photographs, US Census

Pre-Reading:

- [The Bitter Cry of the Children](#)

November 7: Who has immigrated to our communities? How welcoming have we been?

Topic: Immigration

Primary Sources: Political Cartoons, Photographs, U.S. Census

Pre-Reading:

- [Then Again: Immigrants Helped Vermont Boom](#)

November 14: How were our communities connected to slavery?

Topics: Triangle Trade, Slavery, Local Economics

Primary Sources: Newspapers, Legal Documents, Account Books, Letters

Pre-Reading:

- [Connecticut and the West Indies: Sugar Spurs Trans-Atlantic Trade](#)

Historical Thinking Skills:

November 28: What are ways people stand up for what they believe in?

Topics: Antislavery, Underground Railroad, Women's History

Primary Sources: Letters, Diaries, Record Books, Photographs

Pre-Reading:

- Angela Evancie, [What's the History of the Underground Railroad in Vermont?](#)

December 12: How do communities help people in need?

Topic: The Great Depression

Primary Sources: Census, Eugenics Survey, Photographs, Memoir

Pre-Reading:

- [Then Again The Great Depression changed Vermonters view of federal aid, to a degree](#)

Final Assignment-- Due Dec 16:

- 1) Consider the goals of the course and write a 2 to 3-page reflection that discusses how ideas, activities, and/or resources from the course will impact your classroom practice. What might you try to change or do in the coming year and why?
- 2) Creates a historical inquiry or writing task for students using primary sources. Identify the historical thinking skills the inquiry or task addresses. See rubric at end of this document. You can adapt materials from the Flow of History website or use primary sources from other resources. [You can use this lesson form](#) or a format your district requires. This can be as simple as a one-classroom period lesson with a primary source set.

Expectations:

- 1) Students will complete all assigned readings
- 2) Students will apply primary source analysis to the content during the sessions
- 3) Students will participate in critical friends session and complete final assignment

Evaluation:

See Rubric below

Vermont State University (VTSU) Policies

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

A grade of **B- or better** must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU’s Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

Expectation: Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled face-to-face or synchronous sessions. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met.

Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values (International Center for Academic Integrity

[ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy: <https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address: <https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

Accommodations

VTSU is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in, or be denied the benefits of, the services, programs or activities of VTSU. If you have questions about these services, please email disabilityservices@vermontstate.edu or request appointments through the Portal or on the [Disability Services web page](#).

Course Drop Policy:

Vermont State University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs.

Please direct any drop requests and questions for this course to the VtSU Center for Schools, cfs@castleton.edu

Transcript Request:

www.castleton.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.

Appendix

GRADING RUBRIC

Name:

Final Grade:

COLLABORATIVE LEARNING	YES/NO	COMMENTS
Actively participates in all sessions (20%)		
Prepares draft classroom project for asynchronous discussion and office hours. (20%)		
In a 2-3 page reflection, consider the ways in which the central themes and/or teaching approaches discussed in the sessions might be applied to your teaching. (20%)		

PROJECT (40 points)

Criteria	Exemplary	Proficient	Comments
Create a historical inquiry for students using primary sources 25 points	Historical Inquiry leads students through asking questions, to interrogating sources, to new interpretations and understandings. Selects and uses high-quality historical sources that relate to each other and/or the related text.	For the most part lesson includes strategies that follow the inquiry cycle. Some historical sources are integrated into the project.	
Identify the historical thinking skills the inquiry or task addresses. 10 points	The inquiry supports the development of identified historical thinking skill(s).	Historical thinking skills are identified but inquiry does not support development of the skill.	
Includes references and bibliography 5 points	References and links to primary sources identified for projects are included		

