

**Institute on Primary Resources
Corinne A. Seeds University Elementary School
Graduate School of Education & Information Studies
Young Research Library, Department of Special Collections**

Summer Institute on Primary Resources Guidelines for Writing Units

The Institute on Primary Resources is designed to introduce teachers to resources available in the Department of Special Collections, UCLA Charles E. Young Research Library, and how they can be used in the K-12 classroom.

Introduction

Primary sources provide firsthand evidence of historical events. They are unpublished materials such as manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and posters. In some instances, published materials can also be viewed as primary materials for the period in which they were written. In contrast, secondary materials, such as text books, synthesize and interpret primary materials. A secondary source allows students to study a topic by presenting them with an author's synthesis and interpretation of that subject. A primary source allows students to investigate the subject and create their own understandings by reading and analyzing that source, grappling with its meanings, and attempting to interpret it and place it in its historical context.

Increasingly primary sources are becoming available and being used in the K-12 classroom. This Institute supports the integration of primary sources into the K-12 teaching curriculum. The goal of the units produced during the Institute should be not only to enhance subject content, but to highlight those skills and understandings best developed using primary sources. These include critical thinking and historical literacy. The *History-Social Science Framework for California Public Schools* calls for the development of such skills and understandings. The framework defines historical literacy as the development of a keen sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change and recognizing history as a common memory, with political implications. Critical thinking skills include the ability to define and clarify problems, to judge information related to a problem, and to solve problems and draw conclusions.

The *History-Social Science Content Standards* emphasizes this unique role of primary sources to develop the "habits of mind that historians and social scientists employ to study the past and its relationship to the present." As such students are expected to demonstrate intellectual reasoning, reflection and research skills such as chronological and spatial thinking; an understanding of research, evidence, and point of view; and historical interpretation.

Primary Sources

Strive for balance in the types of primary sources selected as well as balance in the content to provide students with a complete picture of the issue or times portrayed in the unit. If documents stereotype or contain derogatory references to individuals or groups, provide suggestions on how these may be effectively used in class to illustrate the historical context while at the same time being cognizant of modern sensibilities.

A transcription of the primary source may be included. When transcribing documents, if it is necessary to change spelling, capitalization and punctuation to clarify the content of the document, indicate that changes have been made to conform with modern American conventions of spelling, punctuation and capitalization. For sources that are in dialect include a transcription written in contemporary English.

Citations

Full citations are necessary for all materials (both primary and secondary) used in the lesson. To cite primary materials see appendix A “Guidelines for Citing Manuscript Materials from the Department of Special Collections”. For secondary source material please use the Chicago Manual of Style.

Unit Format

Each unit will include:

1. Title

Suggest a title that has some appeal. A brief sub-title may also be used.

2. Grade Level

Include a grade-level recommendation; this grade level recommendation may overlap grades (e.g. 5-8, 8-10, 9-12) rather than specify a specific grade level.

3. Background for Primary Source(s)

A short essay (2-3 pages) to establish the historical context of the unit of study. If the primary sources are drawn from a single collection within the Department of Special Collections, background information including the scope and content of that collection should also be discussed.

4. Primary Source(s)

Reproductions of the primary sources themselves accompanied by identifying information. Identifying information includes what type of primary source it is, parties involved, date and collection information.

e.g. Source: Letter from Raymond Chandler to Lawrence Clark Powell. 18 March 1952. Box 1. Folder 18. Raymond Chandler Papers (Collection 638). Department of Special Collections, Young Research Library, University of California, Los Angeles.

5. Lesson Plan

Time Required

Indicate the suggested length of the study.

Objectives and Assessment Criteria

Describe specific objectives students are expected to accomplish and identify the indicators that will be used for assessment purposes. Make both the content and learning activity goals clear. What content should the students master? List the skills that will be taught or consolidated in the students, such as critical thinking, writing, teamwork. Indicate how the students will show what they have learned.

Standards Correlation

Provide a link to the standards and frameworks and identify the relevant key concepts as well as the core knowledge and skill areas of particular subjects and grade levels. In the unit pay particular attention to the appropriate level of sophistication that a student is expected to attain in the area of critical thinking skills, based on their grade level. List relevant standards at national and state level. Relevant national standards include:

Expectations of Excellence: Curriculum Standards for Social Studies. From the National Council for the Social Studies (<http://www.ncss.org/standards/stitle.html>),

Revised National Standards for History (<http://www.sscnet.ucla.edu/nchs/hstocb.html>), and

National Standards for Civics and Government (<http://www.civiced.org/stds.html>).

Relevant state standards include:

History-Social Science Framework for California Public Schools and *History-Social Science Content Standards* (<http://www.cde.ca.gov/board/historya.html>).

Conceptual Links to Prior Understanding and Knowledge

List the concepts, skills and information that students should have in order to begin to make sense of the material being presented in the unit.

Cross-curricular Connections

Think about possible connections to other areas of the curriculum. These connections should be meaningful and substantial contributions to the written unit. The connections should add to the student's understanding of key concepts and core knowledge and skills.

Materials Needed

Provide a complete list of materials needed to teach the unit.

Lesson(s)

Introduction

Provide the information and motivation to engage students in the lesson.

Direct Teaching

Direct teaching may include mini-lessons on skills, guided discussion to build conceptual understanding, and material to be read aloud.

Learning Experiences

Learning experiences may include students' devising questions, analyzing documents, researching from a variety of sources, designing and making models, and problem solving.

Extension(s)

Extensions may include teacher questions to prompt further enquiry and the introduction of additional primary and secondary sources.

6. Other Resources

Bibliography

Cite all primary sources, books and related materials used for the unit. For information on how to cite manuscript sources please see the Institute handout “Citing Manuscript Collections from the Department of Special Collections”.

Related Web Sites

Take into account the reputation, reliability, and longevity of sites that are cited. Major institutions, university and government sites will most likely meet these criteria.

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Appendix A

Citing Manuscript Collections from the Department of Special Collections

Cite as: [*identification of item], Collection Name, Collection Number. Department of Special Collections, Young Research Library, University of California, Los Angeles.

* Identification of item: please describe the item as fully as possible. Give description and location information.

Description:

Physical format: e.g. letter, memo, map, photograph
Name/caption of the item (if graphic material)
Date

Location Information:

Box Number, Folder Number, Item Number (be as specific as possible)

e.g. Letter from Raymond Chandler to Lawrence Clark Powell. 18 March 1952. Box 1. Folder 18. Raymond Chandler Papers (Collection 638). Department of Special Collections, Young Research Library, University of California, Los Angeles.

e.g. Glass negative of Sally Blane, Actress. 1927. Box 3694. Negative Number G488. Los Angeles Times Photographic Archive, ca. 1893-. (Collection 1429). Department of Special Collections, Young Research Library, University of California, Los Angeles.