SECONDARY SOCIAL STUDIES TEACHERS'

PERSPECTIVES ON PRIMARY

SOURCE PLANNING

by

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ABSTRACT

How are 21st Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so? The social studies classroom is changing from pedagogy driven by textbook memorization to one that embraces a more authentic understanding of how history works. This change is accelerating due to new technologies and available primary sources on the Internet. This qualitative study questioned professionals in the field and resulted in four themes: Criteria for Effective Sources, Points of Access for Appropriate Source Material, Challenges Encountered in Finding Appropriate Sources, and Planning Lessons Using Sources. "Criteria for Effective Sources" centers on what makes primary sources useful in the classroom. The "Points of Access for Appropriate Source Material" theme describes how accessible primary sources are. The "Challenges Encountered in Finding Appropriate Sources" theme describes why planning is time consuming. Finally, the "Planning Lessons Using Sources" theme describes how teachers use sources in their lesson planning process. In essence, primary sources are available, but teachers need time to find and modify those sources to fit their instruction. Better website designs that look at efficiently presenting material on websites, as well as more focused professional development concerning the implementation of sources, could solve some of the challenges social studies teachers face.

INTRODUCTION

Background

Today's social studies teachers encounter a wide variety of challenges, including those related to selection of curricular resources such as primary source documents. New standards and new technologies require teachers to use a wide array of primary sources when planning lessons for students (Kumler & Vosburg-Bluem, 2014; Lamb & Johnson, 2013). For example, three main frameworks that inform social studies education today— the Common Core State Standards (CCSS), Advanced Placement U.S. History (APUSH), and the College, Career, & Civil Life (C3) Framework—all require students to analyze primary source documents in order to understand history (Callison, 2013). However, finding quality sources, and deciding how to use them, can prove to be difficult due to the time needed to sift through the abundance of web-based materials currently available to teachers (Kenna & Russell, 2014; Lamb, 2014). This qualitative pragmatic research study is designed to explore how teachers use technology to find and prepare primary sources for use in their classroom.

Statement of Problem

Primary sources are pieces of evidence that help historians understand history and are generally created at the time under study. They are often created by a participant in or witness to an historical event. Examples range from a written piece to a physical artifact (Nokes, 2013). The increase in the use of primary sources is a movement that gained

momentum from having social studies classes change from "reading" to "literacy" emphasis (Nokes, 2013). This change is seen as moving away from having students simply memorizing history from a textbook to having them acquire a deep understanding of how the historical process works. One must understand perspectives and the process of how history is constructed in order to be historically literate (Nokes, 2013). Understanding the world as historians understand it is a major driving force for change in the social studies classroom.

Currently, researchers and educators know why using primary sources is important; however, little is known about teachers' use of technology when finding sources, how they plan to use primary sources, and how long it takes to put primary sources into their lessons. To learn about pedagogy that supports historical inquiry related to primary sources, it is important to understand how teachers are engaging with digital archives, educational technology, and shared resources (Callison, 2013) and planning for primary source integration (Milman & Bondie, 2012). Research on the types of online tools teachers need is also necessary (Milman & Bondie, 2012).

<u>Purpose and Research Questions</u>

The purpose of this pragmatic qualitative study is to describe how secondary social studies teachers use technology to find and prepare primary sources for inclusion in their classrooms. This research will help website designers, curriculum developers, teacher educators, and teachers become more aware of how technology can be used to effectively support teacher planning for primary source integration and historical inquiry.

An overarching question guides this study: How are 21ˢᵗ Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so?

Several sub-questions further narrow the study:

- Given the expanded focus on primary sources within state and national standards and frameworks, how are teachers using the Internet to find sources?

- How do teachers use technology to save time, access sources, and interact with sources to determine quality and plan for historical inquiry?

- What elements of primary source websites encourage or discourage teachers from using primary sources in their classrooms?

Conceptual Frameworks

Pragmatism. Davis, Konopak, and Keadence (1993) suggest that teachers need fewer theories and more "what is done, not what ought to be done" (p. 117). In other words, teachers are looking for pragmatic solutions and explanations to educational issues. The conceptual framework of this study is structured around pragmatism as well as a pilot study.

John Dewey's view of pragmatism "emphasizes the individual who participates in communities to act on an environment of continual process of change" (Popkewitz, 2005, p. 19). Creswell adds to this by saying "truth is what works at the time" (2013, p. 28). Together, both interpretations describe pragmatism's role in research that explores how

individuals create change by their actions. This study looks to identify the actions of practicing teachers, then synthesize those actions to create a close understanding of the needs of social studies teachers.

Pragmatism is used to combine teaching theories (the "why" questions) with practical meaning (the "how" questions); theory and practice should not be separate (Biesta, 2003). This inseparability fits with the worldview that practical actions and logistics have to be developed to support data driven theories. Essentially, the idea is that reality is always changing, and thus absolute forms of constructs cannot exist (Kolb, 1984).

Practical Models. While pragmatism is the main epistemological force driving this research, two other sources shape the working conceptual framework: the Library of Congress (LOC) website and a pilot study. Both are valuable guides in understanding how this current study was shaped and developed.

The LOC website dedicates a section to how primary sources should be used and the criteria for a good source. The LOC website's page titled "Using Primary Sources" overviews ways teachers can: "Engage students with primary sources," "Promote student inquiry," and "Assess how students apply critical thinking and analysis to primary sources" (LOC website, 2015).

A pilot study, which I completed during the spring 2015 semester, explored what teachers thought about accessibility, implementation, interactions, and time when talking about primary source websites. The pilot study uncovered these themes through a qualitative process that analyzed social studies teachers' interviews. Educational

technology that is user-friendly assists in *accessibility* of primary sources (Hammonds,

Matherson, Wilson, & Wright, 2013). However, accessing websites is merely the first

step in the process: How teachers interact with websites plays a key role in which

primary source they decide to use. Once teachers have accessed and selected sources,

they may use web-based resources to plan to implement the sources within their

classroom practice. Finally, how teachers plan for use of primary sources depends upon

the time needed to properly implement the sources.

Together, the LOC criteria and the pilot study themes offer ways to conceptualize

how teachers transform pragmatic theory into classroom action as related to the research

questions for this study (see Figure 1).

Figure 1. Conceptual Framework
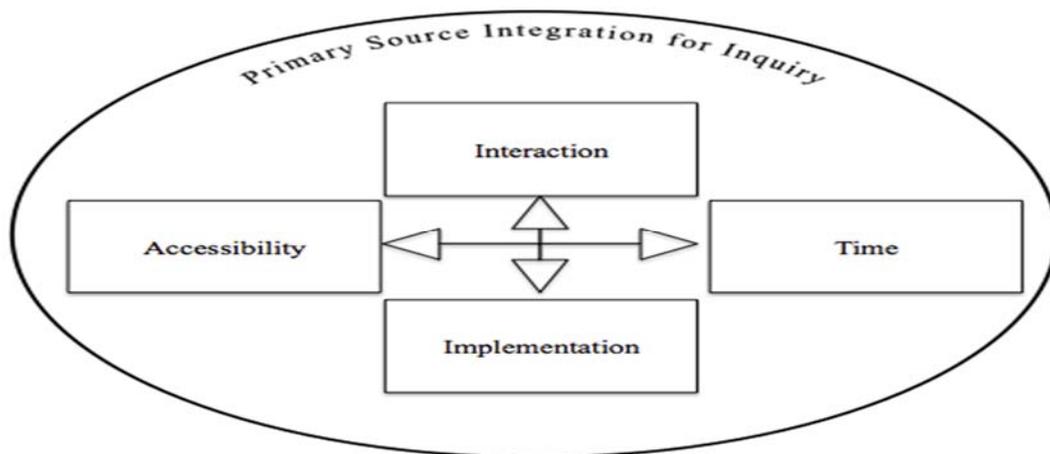
Delimitations and Limitations

It is important to note that this study focuses on the practical approaches teachers

use to find and use primary sources in their planning. This study does not focus on

teacher understandings of the new C3 Framework, APUSH, state standards, if the teachers understand how to implement primary sources in their instruction, or how they actually implement those sources during teaching. "Technology coaches" and extra professional development may be factors that teachers mention in their interviews; however, this study does not explore the perceived improvement of using new such support structures.

Another limitation of this study is that all of the participants were very enthusiastic about their craft. By emailing teachers to see if they are interested in this study, it is reasonable to assume that only enthusiastic teachers would be interested in participating. Enthusiastic teachers will influence the data; therefore, this study may not exactly show the entire spectrum of social studies teachers.

The research does not address the ideas teachers have to implement new methods in their class; it only focuses on their access to primary sources and how they use those primary sources within their planning. It does not ask teachers to describe why primary sources are useful, although that emerge.

By limiting this study, the study can focus exclusively on participant interactions with primary sources. A broader study could potentially observe teachers as they search and integrate sources into their lessons in order to understand more about the process of implementation. This would be beyond the scope of this study, but could be explored as an avenue of future research.

One major assumption of this study is that teachers are looking to use primary sources because the state standards, APUSH, and C3 Frameworks require their use and

because integration of primary sources is considered good instruction. While it is conceivable that some of the teachers do not feel the need to use primary sources, it is my assumption that all participants are looking to use primary sources on one level or another.

It is also assumed that teachers know how to use primary sources in classroom instruction. Evidence may come out that teachers' self-efficacy of interacting with primary sources may vary, but it is assumed that all social studies teachers can use primary sources.

<u>Definitions</u>

"Social studies" encompasses many aspects of the social sciences that help students lead a life of civic duty, in the case of this study, understanding how to interpret primary sources. "Primary sources" are original materials that have not been altered or distorted in any way, such as newspaper or magazine articles, legal documents, books, info-graphics, photographs, and letters (Lamb & Johnson, 2013). Songs, interviews, and oral histories round out some other examples of good primary sources (Bates, 2014). "Educational technologies" are defined as apps or websites for use on smartphones, tablets, or computers that allow teachers to find primary sources for lessons. A "shared resource" is defined as a resource found by one colleague and used by another colleague. Any primary source found by one colleague and given to another to falls in this category. A "digital archive" is a collection of resources like the Library of Congress website that allows access to primary sources, but that is designed with researchers in mind, not teachers. "Teaching historical thinking" can be understood as gathering sources and

encouraging historical inquiry, compared to traditional history teaching where absolute truths are given to students for memorization. The term "technology" is a difficult term to define and has a wide range of meanings that are constantly changing. For this study, technology will be understood as the use of digital projectors, tablets, and computers that have access to the Internet.

Conclusion

Due to changes in the social studies teaching field, more pressure is now on teachers to access and interact with primary documents as they plan for their use in classrooms. Primary sources give students the opportunity to learn that history is a "process of meaning-making" (Kincheloe, 1991, p.236). However, change must start with teachers, and getting the right tools into their hands is essential to improving teaching pedagogy related to primary source inclusion in teaching (Hammonds et al., 2013; Hicks, Doolittle, & Lee, 2004).

It is my hope that this study will address the changing environment of social studies by looking at how teachers are finding and planning to use primary sources in their classrooms. This research will help educators better understand primary sources, educational technology, and effective inquiry-oriented pedagogy.

LITERATURE REVIEW

Introduction

The world of social studies instruction, along with teaching in general, is fundamentally changing due to calls for pedagogical transformation. While professional historians have understood history as an ongoing argument, the ideas being taught in the classroom are often of absolute truths to be memorized. Traditional pedagogy may encourage textbook memorization of historical events, but social studies pedagogy is now moving toward a historical literacy model. This change in pedagogical approach means teachers, not just students, must move from the classical method of reading and memorization to historical inquiry and thought. Simply put, teachers and students need to look at history like a historian would (Friedman, 2006; Nokes, 2013). This literature review will cover the evolution of primary sources and social studies education, current frameworks and how they are affecting social studies teaching, and the integration of historical literacy, technology, and primary sources to create an emerging signature pedagogy.

Historical Thought and Its Educational Roots

The history of using primary sources as historical evidence has its roots in the late 1800's. The use of "sources" can be first linked to a German named Leopold von Ranke. von Ranke is, arguably, credited with merging antiquarianism with historical meaning, thus developing the modern historical method (Donnelly & Norton, 2011) as well as the

modern day seminar (Hertzberg, Social Science Education Consortium, & Eric

Clearinghouse for Social Studies/Social Science Education, 1971, p. 4). von Ranke's

historical method relies upon evidence-based arguments that can be verified in historical

discussions (Donnelly, 2011). Related to von Ranke's method, nineteenth century early

childhood teacher Johann Pestalozzi developed an "object" method of teaching, through

which students relate to objects and build off of meanings (Bohan & Chisholm Jr, 2011).

From here, Mary Sheldon-Barns developed the "source method" of teaching as

highlighted in her book *Studies in Historical Method* (1896) and introduced into

secondary schools (Hertzberg et al., 1971). Sheldon-Barns was an influential educator of

her time and the source method of teaching maintained influence across the country

(Hertzberg et al., 1971).

In the late 19th century, school models moved toward a factory model of teaching.

The factory model of education, described by Van Duzer (2006), met the needs of a

country in the middle of the industrial revolution, but did not focus on critical thinking

skills due to such little demand for those skills. Instead, educators focused on skills

factory workers would need to thrive.

While factory skills were appropriate for the workforce of the time, John Dewey

understood that critical thinking was the key to learning. To encourage critical thinking,

Dewey emphasized the importance of experiential learning (Dewey, 1958). Experiential

learning allows teachers to combine traditional ways of teaching with progressive

approaches that are often needed in more advanced educational situations, such as those

that require critical thinking (Kolb, 1984).

Although elaborating upon all of the ways in with Dewey shaped the field of education is beyond the scope of this research, several elements of his thinking apply to contextual based learning and understanding history using primary sources. Dewey saw the world through a pragmatic lens of agency, which is the idea that when a result is achieved, that result defines the thing itself (Popkewitz, 2005). For example, a quality teacher could be not be defined as quality until their teaching defined the teacher as such. Because of this, Dewey also emphasized the need for real world *application* within learning situations because students need to know how to apply what they learned in order to understand value of what has been learned.

Dewey's pragmatic (sometimes referred to as contextualizing) stance has use in the social studies because combining the skills needed to contextualize primary sources is an extension of the goal of experiential learning (Kolb, 1984). Pragmatic, experiential teachers teach students "continuous reconstruction is carried out to solve our problems" (Grant, 2013, p. 8). In terms of social studies, teachers need to purposefully connect source material to the lives of the students in order to address contemporary challenges. An example of a teacher that advances Dewey's pragmatism, by connecting primary sources to students' lives, might have students draw parallels between phrases in the Gettysburg Address and a contemporary civil rights speech. Teachers must work to make these kinds of connections in class.

Social Studies Curriculum and Pedagogy

For most of the past century, social studies curriculum and pedagogy has reinforced the factory model, memorization-based approach to teaching: Students learn from a history book and regurgitate the facts presented in the book. Most practicing social studies teachers use half or more instruction time to lecture (Russell, 2010). Furthermore, in-service teachers' experience with technology training often ends at learning how to operate audio-visual equipment, not actually implementing those technologies using new methodologies (Phu & Fade, 2014). An example of this might be teachers showing an hour-long YouTube video of the same video they had shown on VHS in previous years: Teachers are simply using new technologies to implement old pedagogies. As a result, Nokes (2013) points out that U.S. students' knowledge of history has not changed much since the 1940s and the 2010 National Association of Educational Progress shows that U.S. students are not proficient in social studies.

One of the fundamental curricular tools for most social studies teachers is the textbook. This often is the base for content and instruction in the classroom. Unfortunately, as Ferro (1984) mentions, the United States has the largest gap between what professional historians know and what basic educational resources include. Furthermore, textbooks often lack the tools needed for historical inquiry, as they describe singular views of events, lack evidence on how the authors of textbooks found the information, and are written in omnipresent third person point of view, which implies no actual author at all, simply an authoritative speaker (Wineburg, 2010).

Social studies teachers do not simply use textbooks as curriculum; they use them to inform their pedagogy. Nokes (2013) notes that teachers he has observed use textbooks as informational texts. Using textbooks in this way implies that textbooks have all the answers, and any activity should lead to supporting those answers instead of challenging the history to provide evidence. Stanton (2015) shows that the wraparound features that teachers often use to inform their pedagogical choices do not encourage critical thinking about how historical actors and their perspectives are represented. For example, textbook authors may use terms to describe the West before Whites came as unsettled, even though Native Peoples were living there (Stanton, 2015). Loewen (2008) adds to Nokes' and Stanton's critiques by stating that textbooks do not note which perspectives the book is representing, rarely have footnotes, and never show how they came to their conclusions. Textbooks have strayed too far away from primary sources and have lost their historical footing (Loewen, 2008).

There are signs of change, albeit slow. Textbooks are starting to evolve in order to accommodate the trend in primary source integration, but primary sources are often included as "sidebars or in supplemental materials" (VanSledright, 2010, p.18). For historical literacy to be achieved, teachers must use pedagogical strategies to encourage critical thinking. Nokes describes the use of close reading, metacognition, and vocabulary instruction to enhance historical literacy (2013). The change to historical inquiry challenges the student and teacher to not memorize history, but experience it. This change means that teachers need to learn about new understandings of social studies curriculum and pedagogy (Hammonds et al., 2013).

Current Frameworks Used in Social Studies

The Common Core State standards (CCSS), Advanced Placement U.S. History (APUSH), and College, Career, & Civil Life (C3) frameworks require students to understand the epistemology of history itself, as opposed to encouraging the memorization of facts. These frameworks require that primary sources play an integral role in teaching (Kenna & Russell, 2014; Lamb & Johnson, 2013), which demands a change from teachers' traditional reliance on textbooks (John, 2006). In addition, students are going to need to engage with online sources (Drew, 2012), which means teachers are going to need to be proficient in accessing these materials.

The Common Core State Standards (CCSS) are a set of standards endorsed by the National Governors Association Center for Best Practices (NGA Center) and the Council for Chief State School Officers (CCSSO) that are designed to make students College and Career Ready (Drew, 2012). The CCSS has "close reading" expectations that require complex texts (Drew, 2012). This need reflects the demand for a different kind of rigor not tied with memorization but with inquiry-oriented interpretation that reflects a more useful set of skills for College and Career readiness. Reading achievement and complexity of text are also tied together in the CCSS (Lamb, 2014).

The College, Career, and Civic Life (C3) Framework is a framework designed to guide social studies teachers into the new Common Core era of education. The framework requires an increased use of an "Inquiry Arc" and research mindset (Grant, 2013; Lamb & Johnson, 2013). With the "Inquiry Arc" in the C3 Framework, students develop deep questions that go along with primary sources (Lamb & Johnson, 2013). The

"Inquiry Arc" question allows students to use multiple sources to explore events (Monte-Sano, 2012). One example, when talking about Westward Expansion, might be "Who is the savage?" (Monte-Sano, 2012). A question like this allows the learner to embrace different perspectives and present an evidence based understanding of the subject of Westward Expansion.

The Advanced Placement United States History framework is designed to guide advanced placement students through a rigorous historical inquiry process. The difference between the APUSH and other frameworks is that it highlights specific points in history and pushes the historical inquiry level from a high school one to a college one. For example, Gritter, Beers, and Knaus (2013) describe one example of how APUSH students argue for historical causality using a sophisticated language. By having this kind of rigor, students should be able to move into a university history course fully prepared for the expectations of writing and critical thinking needed for college level thinking.

<center>Emerging Signature Pedagogy</center>

Beck and Eno (2012) argue for an emerging signature pedagogy that reflects the goals of the CCSS, APUSH, and C3 Framework through a focus on *doing* history (2012). Nokes (2013) describes how historians "sift through spotty evidence, search(ing) for clues, interpret(ing) the meaning of those clues, and reconstruct(ing) the history of those clues" (p. 55). VanSledright (2010) explains that there is "significant merit" in teaching students in a way that historians learn and understand history (p. 36). Monte-Sano (2012) further describes this process by having students interpret their interactions with

historical sources to promote a deeper understanding of perspectives and fluidity of history. Similarly, Levstik et al (2001) explain that independent work using "reference materials and tangible objects" is a clear change from textbook- and teacher-centered methods (loc. 821).

In an example from the classroom, as described by Nokes (2013), a teacher used an immigration census table from 1910 to launch students' inquiry into immigration trends. A teacher who has given his/her students the proper tools to interpret sources provides an almost "limitless possible number of comparisons" to understand historical phenomena (Nokes, 2013, p. 161). By approaching history through interactions, teachers can promote an understanding that historical issues are complex and require deep understanding. Wineburg (2010) best describes the need to change historical thinking in students by describing that history is not a consumable item as a textbook may imply, but something with deep meaning that must be understood in different contexts. It is important that, in an age of easy and quick access to information, students understand that knowledge is not something that we easily can understand or ignore if it does not fit our own preconceived view of the world (Wineburg, 2010).

The term historical literacy involves a combination of historical inquiry and historical thinking; it must be differentiated from the idea of historical knowledge (Nokes, 2013). Historical knowledge implies that a person is well versed in a subject, whereas historical literacy is the "ability to appropriately negotiate and create the texts and resources that are valued within the discipline of history using methods approved by the community of historians" (Nokes, 2013, p. 13). Historical literacies can be

categorized into different epistemic stances: the objectivist stance, subjectivist stance, and criterialist stance (Nokes, 2013).

History teachers and historians are closely linked. VanSledright (2010) discusses the connection by saying how teachers learn history from historians and pass that knowledge on to their students. Teachers must show students how to create historical questions, collect information, and then make generalizations about that question (Levstik et al., 2001). Nokes (2013) translates the historians' experience to the social studies teacher with a series of steps. First, the teacher must make students an active member of the historical thinking process just as a historian would approach a history problem from a multiple perspectives approach. Second, the social studies teacher creates a situation that shows multiple perspectives, which is similar to the historian searching for clues. Third, students must be aware of strategies to understand what the clues mean, and then provide an interpretation of those skills as a historian would. Fourth, the teacher must create a network of peers, similar to what historians at a university would use. Fifth, the teacher must not "overexpose" students to the book. And finally, the teacher assesses the students on "unique defensible interpretations" and memorization (Nokes, 2013, p. 60).

Since teachers do not retake their university methods courses throughout their career to keep them updated on the latest methodological and technological trends, Beck and Eno (2012), Hammonds et al. (2013), and Luther (2015) argue that state departments of education need to develop resources for teachers to use so teachers can execute new state standards effectively. School districts may think about developing professional development courses that deal with primary source integration to assist teachers in using

new technologies (Milman & Bondie, 2012). Friedman explains that while professional development does not seem to increase the use of primary sources in classes, it can influence *how* those sources were used (2006). Friedman concludes that veteran teachers likely use primary sources as an additive to their already existing pedagogy, whereas new teachers use primary sources as the driving force in their instruction (Friedman, 2006).

If we want all teachers to use primary sources in their instruction, pedagogical change, while difficult, is needed at the classroom, school, and district levels. Klem (2000) describes that community and district leadership must implement new frameworks at a school level. However, Levstik et. al (2001) explain that even when official curriculum changed, it does not always reach the classroom, indicating a disconnect between research and practice. In order to change the stigma of how history is taught, efforts must focus on a variety of academic levels.

Teachers can promote historical thinking, inquiry, and literacy through the purposeful integration of primary sources. A single primary source can give a certain perspective, while use of many different primary sources on a topic can give many perspectives on a single event (Berson & Berson, 2013). The use of multiple perspectives fulfills an essential piece of the CCSS. The Library of Congress (LOC) website offers guidance to teachers about choosing an optimal source. Criteria include that a primary source must "promote student inquiry" by having the students question the source, the maker of the source, and the context to which this source fits (Library of Congress, 2015).

Primary sources also need to be engaging. O'Brien et al. (2007) note that students

read things that are interesting to them, so educators need to focus on helping students

relate to the materials The LOC website echoes this by encouraging teachers to connect

the source with the students' prior knowledge (Library of Congress, 2015). O'Brien et al.

continues by showing that engagement will also rely on how much power and authority

students feel they have over the material (2007). Readability was also described as a

significant point in selecting the right source (Brown & Dotson, 2007). This could mean

that teachers will have to ensure that background knowledge or contextual knowledge is

given to students with the primary sources as well as teachers giving students the agency

to succeed at the given task (Berson & Berson, 2013; O'Brien et al., 2007). Primary

sources should help social studies students present arguments in history compared to

regurgitating facts and understanding history as a series of absolute truths (Monte-Sano,

2012).

Teaching Primary Sources with Technology

Integrating primary sources into instruction is an essential piece of historical

inquiry as pedagogy. Such integration is reflected in the "college and career readiness"

themes in the Common Core State Standards as well as the C3 Framework (Croddy &

Levine, 2014; Lamb & Johnson, 2013). Students apply skills learned through primary

source analysis to engage in a global community, as they need to evaluate various sources

and contexts in order to understand the world, particularly through their interactions with

the Internet (Nokes, 2009). To promote change that advances technological innovation

and historical literacy, schools need "roadmaps" (Cohen & Tally, 2004). These

"roadmaps" can be seen as some of the major frameworks that are currently being used and implemented in the public school systems.

Research has shown that what social studies teachers were taught in their university education program determines their interactions with new methods and technology (Beck & Eno, 2012; Friedman, 2006). In addition, today's teachers are eager to find new ways to teach that are not textbook based (Beck & Eno, 2012; Lamb & Johnson, 2013) and to learn about and use new technology (Wei-Ying, 2011). Additionally, as digital sources become more organized and available, teachers are increasingly willing to use these sources (Callison, 2013). Because there are an overwhelming number of sources available online, teachers may not be able to expect that students can simply use technology to find appropriate sources on their own. Teachers need to limit where students search for primary sources (Lamb, 2014), and they often must provide supporting materials along with the actual source (Lamb, 2014). They may even need to "adapt" some sources to help students understand them (Wineburg & Martin, 2009).

Adding technology to a classroom is not the simple answer to the implementation question. Teachers must be trained on how to use the technology in a role other than administrative purposes (Rehmat & Bailey, 2014). Teachers may not be aware that many digital resources actually have supplemental materials attached to them, which could help motivate teachers to insert those sources into their instruction (Lamb & Johnson, 2013). Three criteria for integrating technology into teachers' pedagogy include a (a) increasing achievement, (b) avoiding a disturbance to other higher level goals, and (c) believing the

teacher can use technology effectively (Zhao & Cziko, 2001). For example, as of 2012, most teachers use PowerPoint presentations to present primary sources to their students (Milman & Bondie, 2012), which only meets the criteria of using technology, but may not meet the first and second criteria. So, to teach the new standards effectively, teachers will also need specific literacy activities to reach specific literacy needs (O'Brien, Beach, & Scharber, 2007). To solve this issue, Milman and Bondie (2012) suggest that professional development for teachers focus on developing teachers' technology, pedagogy, and content knowledge.

Motivation and Assessment

 Motivation is a key understanding in approaching pedagogy with teachers (Lamb & Johnson, 2013). Beck and Eno (2012) also discuss how there is a difference between how teachers perceive social studies teaching should look like versus what actually happens in a classroom. VanSledright (2010) argues that if teachers teach with an emerging pedagogy, the instruction itself caters to teacher passions about history in a more dynamic way. The beliefs of teachers are related to their pedagogy, and if teachers do not believe in the usefulness of the technology, or even the curriculum, they may not implement modern practices in their intended ways (Chen, 2008; Hammonds, Matherson, Wilson, & Wright, 2013).

 Not only do teachers need to be motivated with the material, but they need to motivate the students by relating material to their lives and potentially giving students a choice in which primary sources students use (Lamb, 2014). If students feel that they have the potential to learn something, they will be motivated to achieve their goals;

successful media integration can help students with this motivation (O'Brien et al., 2007). This may be a reason that Wineburg calls for teachers to "adapt" some primary sources to help students better understand materials (2009). Wineburg continues by saying that students may be turned off by materials if, at first glance, they seem too difficult to understand (2009). Research needs to constantly continue to look at this dynamic as access to materials and standards continue to change nationwide.

Assessment is another key area when using primary sources in instruction. The Library of Congress website indicates that all primary sources need an assessment of some kind (Library of Congress, 2015). Having an assessment that shows "how students apply critical thinking and analysis skills to primary sources" is essential when teaching with primary sources (Library of Congress, 2015).

For teachers to change, they must see and experience how new teaching strategies work. Teachers also need opportunities for shared experiences with one another, which builds trust that the change will work (Saunders, 2013). This indicates that not only do teachers need to work at evolving, but also administrators need to create cultures where new pedagogies are promoted and used (Levstik et. al, 2001).

Conclusion

This literature review is designed to cover the history of social studies teaching from its roots to its current practice in the classroom. The review also covered the newest frameworks that are driving the current field of education and shaping the demands that teachers must meet in their classrooms. These demands require teachers to find and integrate primary sources in their classes. The increased use of primary sources in the

classroom is designed to help students with their ability to think about history the way a historian might instead of seeing history as a series of facts and dates, as was taught in much of the 20th century.

Researchers need to study how teachers are planning for and teaching social studies in today's new education climate, specifically how they are collecting sources for students to reach the goal of thinking as a "criterialist" (Nokes, 2013, p. 62). This research is particularly important for understanding how the current frameworks of the Common Core State Standards, APUSH, and C3 are guiding a change in social studies pedagogy. The following section will describe the methodology that drives this study.

METHODOLOGY

Introduction

The driving force for this study is to ultimately show how social studies teachers find and prepare primary sources using technology for their instruction. The combination of national and state standards requiring primary sources in lessons as well as a massive increase in the availability of those sources on the Internet will continue to shape the social studies field that requires social studies teachers to move to an emerging signature pedagogy to be effective.

This combination of standards and availability of resources has changed the profession forever. Accordingly, teachers' ability to find and use resources is evolving as fast as the Internet does. The process of finding and using primary sources for the classroom is essential to understand in order to teach inquiry based lessons. Since this study focuses on rapidly evolving pedagogy and source document availability, an examination of teachers' lesson planning processes is needed.

As the researcher, it is important to understand my own positionality in this research. At the time of this study, I have been teaching all over the world for 10 years with a degree in History as well as a professional teaching license. However, instead of teaching history, I taught language arts and English as a Second Language, so learning to use primary sources created a learning curve for me. The topic of primary source integration is very exciting for me because at the time I finished my undergraduate teaching degree, historical inquiry was not the major pedagogical focus it is today.

<u>Theoretical Foundations and Conceptual Framework</u>

Trainor (2013) argues that Dewey believes all theories, especially pragmatism, should be judged on usefulness, not "abstract criteria of truth or correspondence to reality" (p. 120). By emphasizing what is happening now, the interpretation of the data will be something that is tangible and useful in an education setting. For this reason, I firmly place myself in the pragmatic stance due to the worldview that knowledge should be both practical and useful.

A pragmatic approach uses the researcher's straightforward interpretations of the data to describe practical implications of the research results for the larger education community (Creswell, 2013). Pragmatism is useful in the planning stage of data collection. In this study, interviews were used to collect the data needed to understand the research questions. Breaking down the research question into smaller pieces, then creating questions around those pieces, is the most straightforward way to develop the data collection tool. Those questions were broad enough to allow the interviewee to be focused enough to help the research, but not specific enough to lead the individual to a predetermined answer.

It is essential to understand the meaning each individual has on the experience of finding and using primary sources. Kolb (1984) describes that in pragmatism, people are studied in the context and time to understand their individuality. By comparing that individuality with others in the same context and time, reality is understood (Kolb, 1984). By understanding how individuals interact with their environment, one can understand

the world. When this is accomplished in the context of social studies teachers looking for primary sources, researchers will understand the needs of social studies teachers.

Dewey describes the kind of evidence that can be used for understanding and this kind of evidence provides the reason for using pragmatism in this study. Dewey suggests that "ventures of this theoretical sort start from and terminate in directly experienced subject-matter" (Dewey, 1958, p. 2a). Essentially, Dewey as tells us that the pragmatic method directs us to study the specifics so as to reveal the larger experience (Dewey, 1958, p. 2). Teachers' qualitative interviews will be the experienced subject matter and the results of this study will help us learn about the features that work and do not work with websites so that designers, publishers, and teachers can use websites in more efficient ways. These interviews asked specifics about primary source use, so the foundations of what primary source websites need to be will be revealed.

As Trainor (2013) describes, effective research requires careful observation and control in the research process. I implemented this directive by asking questions that encouraged the participating social studies teachers to think about things they may intuitively do. For example, a social studies teacher may read a primary source and understand that the students will not be engaged with the material and know this due to his/her teaching experience, but an outsider (e.g. someone who is not a social studies teacher in that particular context) may not recognize the source's limitations. The interview questions are designed to direct the teacher's thoughts on primary sources in order to understand the experience of choosing sources for effectiveness in a particular teaching context.

A conceptual framework, which was developed as a result of a pilot study and based in part on Library of Congress guidelines, informed the pragmatic design of the study. For example, the framework determined areas of focus for interview questions. This framework also shaped the interpretation of results. In this section, I describe the work that gave rise to this framework, and set forth its themes and how these themes shaped the interview questions. The results described in Chapter 4 and the discussion in Chapter 5 provide additional context for how this framework shaped the interpretation of findings.

The conceptual framework arose from a pilot study I conducted with teachers as well as my analysis of the Library of Congress website's resources for teachers. In these preliminary studies, I posed the question, "how are 21st Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so?" The conceptual framework elements that describe these challenges are Accessibility, Implementation, Interaction, and Time.

<u>Accessibility</u>

A variety of issues confront teachers when accessing primary sources. Applying the new standards and frameworks will require teachers to use a wide variety of resources other than the classical textbook. Teachers will only use primary sources that are accessible (Grant, 2013). Access is increasingly becoming easier so primary source use should be more common in the classroom (Hicks et al., 2004; VanSledright, 2010).

Accessibility to technology (i.e. projectors and computers in the classroom) that allows teachers to present the material is also essential (Friedman, 2006). Research and

professional development should focus on how teachers use technological resources like Dropbox for organizing sources and Evernote to access primary sources (Hammonds et al., 2013). Kenna and Russell (2014) state that there are plenty of resources connected to the CCSS available for teachers on the CCSS website; however, teachers will need to be able to use the primary sources in a way that maximizes students' ability to understand and interpret history.

In order to unwrap the accessibility theme during the interview process, participants were asked three questions (see Appendix A). Questions 1, 4, and 5 are evaluative and are designed to confirm or expand the current understanding of the accessibility theme uncovered in the literature.

Implementation

Implementation is another conceptual framework element guiding this study. Implementation refers to how social studies teachers will actually use a primary source in class. The question here is, what do teachers expect will happen when they use primary sources? The Library of Congress website shows that teachers need to make sure students can assess a source as well as summarize materials (2015). However, needed supporting materials may not exist for many of the sources on primary source clearinghouse websites. This means that teachers will need to develop these materials on their own, which may make them less likely to utilize the source in their instruction.

Three of the questions in the interviews were designed to understand the implementation theme in a meaningful way (see Appendix A). Questions 2 and 3 were prompt and probe questions that allowed participants to have a rich conversation about

their implementation of primary sources. Question 4 was an evaluative question that allows the participant to discuss optimal primary sources.

Interaction

The interaction theme is about how teachers engage with primary sources as they work to identify and define optimal sources. For example, some primary sources may be better suited to a lesson or an age group than others. In defining what makes a good primary source, there are many different aspects of the actual source that teachers need to address.

Four of the questions in the interviews were designed to understand the interaction theme (see Appendix A). Questions 1 and 4 were questions that asked participants evaluate their interaction with primary sources. Question 2 and 4 were prompt and probe questions that allowed the participant to discuss organizing lesson plans and adding sources to their instruction.

Time

The final theme, *Time*, encapsulates two different understandings that educators need for the CCSS and C3 Framework implementation process. Teachers will need not only time to find an appropriate source, but also time to check its validity. "Time" was cited by Hicks et al. (2004) as an issue in looking for sources on the web. Time is a potential issue due to the fact that teachers should find the most authoritative source available, and that source may not present itself on the first search the teacher attempts (Lamb & Johnson, 2013). Teachers may want to use, for example, a Civil War message

that illustrates the difficulties of war. The cost-benefit aspect of thoroughly researching a topic, for what may amount to a 10-minute part of a lesson, will be a significant consideration for teachers (Hicks et al., 2004). One of the challenges for teachers is the rapid evolution of available source materials. For example, a teacher may search for sources he or she used while at university. If new or better sources have been discovered since that teacher graduated, how would the teacher know these sources were better?

Two of the questions in the interviews were designed to understand the interaction theme (see Appendix A). Questions 1 and 5 were questions that asked participants evaluate how much time they spent finding primary sources.

Research Design

Participants and Sampling

I interviewed middle school and high school teachers in the same school district in a small city in the northwest U.S. The participants in this study were chosen using criterion sampling, random purposeful sampling, and convenience sampling. Criterion sampling occurs when the participants meet certain conditions for the study, which in this study, is secondary social studies teachers (Creswell, 2013) involved in using primary sources in their instruction. This study did not need to survey every single social studies teacher in the area, but the data did need to show data saturation in the form of common answers provided by a majority of participants. While I did not record age or gender specifically, the participants were men and women teaching at the middle school and high school level. Participants were assigned pseudonyms to protect their identities. Finally,

convenience sampling was the most prominent factor used in order to save time and cost due to proximity. The participants were already teaching in classes and were easy to locate and interview as well as geographically close to my home.

I interviewed eight participants from mid-July to August, and during October of 2015. The interviews took place wherever the participants felt comfortable. For most participants, the interviews took place in coffee shops; however, a few took place in the teachers' classrooms during a prep time during the school year. The school district and principal of each school had given approval to ask the teachers to join the study contingent on Institutional Review Board approval.

Data Collection Strategies

The interviews used a standardized open-ended interview format using questions derived from the conceptual framework. Pragmatic, straightforward questions were used to have teachers discuss the specific steps and processes they use when accessing, searching, implementing, and integrating primary sources.

After the participants' agreement to the study, each was interviewed for approximately 30-45 minutes. Each interview was recorded and the recordings were sent to a transcription firm. Data collected in the interviews and the questions can be seen in Appendix A.

Data Saturation

In order to achieve data saturation, repetition and patterns must become apparent. During data analysis, I looked for major areas of consensus across the different questions

asked. Consensus was reached when I felt that the core ideas were starting to overlap across interviews. The description of how participants were doing something shows "recurring patterns of collective activity, interlinked contexts of actions, [and] intersecting intentions" (Given, 2008, p. 161). The redundancy became apparent after six to seven interviews, and the eighth confirmed this suspicion.

Interview Questions

I developed a series of interview questions that align with the conceptual framework elements (see Appendix A). The three categories in the overview table show "Type of Question," the actual "Interview Question" and finally "How does this help Answer the Research Question?" These questions were designed to address the ways the conceptual framework elements of Accessibility, Interaction, Implementation, and Time play out when teachers are finding and integrating primary sources in the lesson planning process. The questions were designed to provoke rich answers from the teachers.

I focused on five main questions. Each of the main questions was followed by clarifying and related questions. The follow-up questions ensured that participants described their practices in enough detail to provide sufficient data for the study. Each question was designed to either have the participant evaluate a topic or respond to a prompt and then probe into a topic (see Appendix A).

The first question was evaluative and asked if the participant believes primary sources to be accessible or not. If the participant did not bring up the different ways they access primary sources, a follow up question would try to elicit that information. These questions were designed to understand how teachers were engaged with the Accessibility

and Interaction themes of my conceptual framework. There was a possibility that I might find Time also playing a factor in responses to this question.

The second question addressed the Interaction theme in the conceptual framework by asking about the different ways teachers plan lessons and units. The question asked how teachers create lessons from the start as well as what they think about when first looking for primary sources. This question was designed to collect data corresponding to the Implementation and Interaction categories.

The third question also addressed Implementation and Interaction. By asking how teachers add primary sources to their instruction, the question was broad enough to elicit what kinds of primary sources would be used, and with what kind of technology. Teachers had the opportunity to talk about some of their signature assignments, which gave me a better understanding of the implementation and interaction processes.

The fourth question was an evaluative question that could address all of the categories. This question essentially asks for specific criteria for determining the quality of primary sources. Though participants might have indirectly covered this question in responding to other questions, this question focuses on defining a good primary source.

The last question is evaluative and designed to help me understand how technology plays a role in collecting primary sources. This is essential because understanding the relationship between technology and the process for collecting and presenting primary sources in a lesson is useful in optimizing website designs. For example, if teachers report that certain kinds of sources are too easy or difficult to read, then designers may need to carefully organize sources to match specific grade levels.

Data Analysis

After data were collected, recorded, and transcribed, I coded and interpreted them. An external auditor familiar with the Accessibility, Implementation, Interaction, and Time elements confirmed and challenged the interpretations until a mutual agreement was reached between auditor and me (Creswell, 2013). For this study, my advisor acted as an external auditor. The coded data were laid out on a table and organized by participant, then by sub-themes. I completed this recursive process twice on consecutive days to ensure consistency within my code groupings. I took photos of the process and shared those photos with the auditor.

I then used a whiteboard to collect notes and work out the conceptual picture of what the data were telling me (See Appendix D). This setup provided a place to look for examples of data saturation as well as patterns of themes and how outliers may connect together. I repeated this process in order to validate my groups. I compared the groups and found a great number of similarities and much more clarity in the groups the second time. By doing this process twice, I felt I understood my data better and feel my results were much clearer.

Achieving Credibility, Confirmability, and Dependability

As a social studies teacher, I have preconceived notions about primary source use, effective social studies teaching, and the instructional planning process. However, a researcher must work hard to take no position in the data collection and interpretation (Mustakas, 1994). The only evidence used is the new data that were collected in this

study. It is important to note that at the time of conducting this research, I had not taught in a social studies class for 9 years. This eliminates some bias that could have entered my conscience but it is still very important I account for any of my own biases that may influence the data collection and interpretation process.

Since I am the interviewer and interpreter of data, I took memos during the research process and kept them on a Google Document worksheet. The memos recorded how decisions were made as well as personal insights and questions. These memos included how I came to understand the data. For example, my notes described my coding process and notated emerging themes. I waited to fully interpret data until all the data had been collected which helped ensure that my interpretations were consistent and valid. My notes also discuss how I also had regular discussions about data and analysis with my advisors.

One of the most important parts of the qualitative process is achieving credibility, confirmability, and dependability. Given (2008) describes these pragmatic biases as ones in which class, race, or gender influence the results. One form of bias that influences this study is a convenience bias due to the sample of teachers being drawn from a district geographically close to where I live, teachers that volunteered to participate, and a few teachers I knew in advance. Bias can come in other forms. Since social reality is always changing and knowledge is relative to its time, researchers are open to the bias of inhabiting their own sense of reality and their own historical period (Given, 2008). Since social reality is changing, especially in the area of how the Internet is influencing education, researchers need to constantly study and challenge assumptions and beliefs. It

is my assumption that using the Internet will be an essential part of all social studies teaching in the future.

In order to address the credibility of the study, a researcher must match the participants' views and the researcher's reconstruction. The interviews were recorded and transcribed verbatim. After looking at the transcriptions and code words or phrases that described key elements in the lesson planning process, I presented those codes to the participants for confirmation. It is essential to understand that participants' feedback is just as valid as their interview responses (Maxwell, 2013).

To address confirmability in my study, I discussed the process of coding and theming with my advisor. It is important to note that while my pilot study acted as a guide, the external auditor and I had to make sure that the sub-themes were not forced into categories, but naturally fit. If a new category needed to be created, or an old one modified, we were careful to do just that. I made sure of this by not showing the external auditor my sub-themes when looking at the group codes. The auditor would look through the groups and see if she came up with something similar to my results.

Finally, for the dependability of the study, I took care to audit and take notes about the process of this study. This ensures a dependability auditor can follow how my results were derived. All emails, field notes on coding and theming data, along with verbatim transcripts have been kept and are stored on my password protected computer.

I used many different methods to ensure that my data are credible, confirmable, and dependable. First, I used verbatim transcriptions to code and sub-theme my data. My external auditor confirmed my process of understanding data. And finally, I used memos

and photos to help any dependability auditor follow my results. These steps are pragmatic and straightforward which will help ensure that my findings are accurate.

Conclusion

The methods section articulates how the qualitative pragmatic study was conducted. First, the conceptual framework elements derived from the literature and a pilot study, which lead to the development of the interview questions. The interviews then produced data that were coded which produced themes that represented the conceptual framework elements found in the literature.

FINDINGS

Introduction

The purpose of this qualitative study is to describe social studies teachers' experiences of using technology to find primary sources for use in planning lessons. The guiding research question is as follows: "How are 21st Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so?" In this section, themes are summarized from the data collected through the seven interviews with secondary social studies teachers in a school district in the Pacific Northwest. The data produced four main themes that are examined in this section: (a) Criteria for Effective Source Materials, (b) Points of Access to Effective Source Materials (c) Challenges Encountered in Finding Appropriate Sources, and (d) Effectively Planning Lessons through Managing and Integrating Sources. The first theme defines and describes effective primary sources, how they appear, and what they accomplish in a lesson. The second theme addresses access issues that teachers encounter when looking for sources. The third theme describes challenges teachers face as they search for sources they can use effectively in their instruction. Finally, the planning theme examines the processes participants use when they make lessons using primary sources.

<u>Criteria for Effective Source Material</u>

The first theme deals with the criteria for effective primary source materials. Two main sub-themes of effective source materials emerged from the interviews: (a) what makes a source effective for classroom use and (b) what that source should accomplish in a lesson.

<u>What Makes a Source Effective for Classroom Use</u>

There are many expectations for an appropriate source for use in the classroom. First, the teachers discussed the variety of historical sources they might use. Second, they discuss criteria for their effectiveness in classroom use.

Participants reported on varied kinds of primary sources they use. For example, teachers may use paintings, photographs, or cartoons instead of text.

- When we're looking at the Renaissance, the first thing we started with were pre-Renaissance paintings and post-Renaissance paintings. -Ringo
- As soon as my students come in, they might see, projected on the board, that there is a photograph or a piece of art, or maybe even something they have to read, and that could be the primary source. -Yoko
- I do a couple lessons on political cartoons. –Linda

While some sources can be physical objects, participants reported on using sources that can be downloaded and printed such as photos, songs, letters, and art. Teachers cannot bring classic works of art of or important historical objects to their class, but they can use a digitized version of that source to enhance their lessons.

In discussing criteria for appropriate sources, participants described how students

need to be able to understand the source. Participants described the sources as needing to

be readable and relatable:

> I read through it. If I have to stop multiple times to go, "What is being said here?" It's automatically out. If I can't get it, my students certainly aren't going to be able to get it. Then I go into it with the big idea in mind, and if at the end I don't have some type of an answer or some way to relate it, then it's out as a primary source. –Linda

> If I was to give them [primary sources] on their own, the kids would read the first paragraph and just shut down completely. That's one of those things it's like it's got to be somewhere accessible to them so that they can actually get into it, they can understand it. –Paul

Sources cannot be too easy, though, or else students will not engage with them. In this

quote, George describes how a source needs to be at the correct grade level for students:

> Well if you choose something, if you wanna do a primary source with something with a third grade reading level in a sixth grade classroom, you're done in three minutes and the kids are bored. –George

In summary, a source has many key elements that make it effective in a classroom. From

using a variety of sources from print to physical objects, to making sure the source is at

the right grade level, primary sources need to be dynamic as well as age appropriate.

What a Source Should Accomplish in a Lesson

This sub-theme describes what teachers want sources to do for the class. This can

involve many different aspects but the overwhelming element is that sources need to be

engaging, and this usually means the source is describing some kind of drama in history:

> This is how women should behave. I like it because it gets people riled up because it gets them mad, it's like, How do people buy into this? – Paul

> I look for stuff that's compelling. The letter from the Civil War soldier, or

somebody describing the beheading at the Circus Maximus. –Ringo

> It should be something complex, it should be something that has dynamic to it. It isn't something where you end up with a simple fact at the end. It's where you end up understanding two sides of something, like the Scopes Monkey Trial and evolution. – George

> That could be as, yeah, a hook, getting them engaged. It could be to learn about the specific content of a time period. It can be to learn about point of view. I think you can really use primary sources quickly, like within just minutes, or it can be a part of an entire unit. –Yoko

Participants also described another aspect of primary sources. Teaching history is not enough; participants describe how sources need to connect to the students' lives in a real way:

> I look for stuff that is relatable. -Ringo

> ..how the students are gonna take a primary role in becoming historians themselves, and investigating the past and trying to make sense of it, and relating it to their own life. –John

> I find that using current-event primary sources is a really good way to build relevance in any lesson, to get students engaged if you can apply it to real-world situations and things that are impacting them. –Julian

> To sum up what primary sources should do in a lesson, participants reported how

sources should engage students through exciting and relevant connections.

Points of Access for Appropriate Historical Source Materials

The second theme defines teachers' starting points in searching for sources. This starting point varies by participant but can be narrowed down to different sub-themes: (a) Readily accessible, (b) Best sites are pay sites, and (c) School districts provide sources. The first sub-theme discusses how the participants describe sources as being accessible.

The second sub-theme describes how teachers feel sites that need district subscription access are the most helpful. The third sub-theme describes the role school districts play in helping teachers access sources.

Readily Accessible

This sub-theme was described by every participant and is the clearest result of all of the sub-themes in this study. Participants responded that primary sources are abundant, particularly due to the Internet. Common statements included:

…they're everywhere. They're not hard to find. – George

I would say, digitally, it's infinite. – Yoko

Any simple Google search will connect you to any primary source. –John

I'm fortunate enough that in eighth grade at --, they're pretty readily available. The two other teachers that I work with, we've done a pretty good job of creating a bank of primary sources over the last ten, twelve years. – Linda

While participants commented that primary sources are abundant, they noted that abundance does not mean that a social studies teacher's job is easy. Linda continued:

When I started, they weren't as readily accessible. It was a lot of going online, looking for primary sources, and at this point we've got a pretty good bank of 'em and we know exactly where to go if we're looking for something. –Linda

Although sources are abundant, quality/usable sources are not necessarily easy to find.

Best Sites Are Pay Sites

While primary sources are abundantly available, respondents indicated the best

items were on sites that needed a district or a teacher to pay for access.

> It's something you have to pay for… I was gonna use it as a supplement to everything else that we're doing. I really like History Alive because it does what it says it does, and it makes the students—it just presents history in a way that's very engaging and allows students to make connections. –Yoko

> The National Council for Social Studies and the Advanced Placement U.S.

History websites are two leading sites teachers use to help their planning. The problem

with the websites is that teachers or districts must pay for access. Paul elaborates on what

having an AP account is like:

> It's accessible only if you have like an AP account. So there's a lot of good sources inside of that that have been not only just the sources but also lessons plans with them so it's real nice. –Paul

With this quote, Paul not only describes access to sources, but also lesson planning

materials. There is a difference between finding sources through a Google search

compared to a site that offers organized access along with pedagogical support.

School Districts Provide Resources

Resources come in many different forms from a school. This sub-theme describes

how school districts can provide sources to teachers. Sometimes schools will have banks

of sources that teachers can share with one another. Other times, schools pay for access.

District cooperation is something that was either directly mentioned or implied

throughout the interview process. One way schools provide resources is though electronic

textbooks or sourcebooks:

…but just the teacher package is only about $200.00, so I've convinced my principals the last two years to at least buy me the teacher package. – Yoko

There's the electronic textbook that has embedded links, and if you click on them it takes you to interactive maps. It'll give you clips of speeches, it'll flash up a primary source on your screen if you have your LCD on. – Linda

Accessing resources can also be interpreted as having the technology needed to use primary sources. As Julian points out, having access to the sources also includes a way to get those sources to the students:

I utilize almost exclusively online resources for my primary sources, which the district provides ample money for printing and getting those types of things in hardcopy if I need. Also, we have access to technology, so students will pull those up on our school websites that I have for our classes and things like that. Students have access to 'em not only at school but as home as well, as long as they have access to a computer. –Julian

This sub-theme shows different ways districts help teachers with sources: one is that if sources are online but require a fee, districts can pay for access; the other way is that school districts may have sources in hard or digital repositories on site.

<u>Challenges Encountered in Finding Appropriate Sources</u>

The third theme derived from the data, describes the challenges teachers face in searching for effective sources. This theme consists of five sub-themes: (a) difficulty finding sources in online libraries, (b) difficulty finding non-mainstream sources, (c) searching is time consuming, (d) using what is already prepared, and finally (e) encouraging new technology. The first sub-theme shows how managing large databases to find sources is difficult. Teachers, in the second sub-theme, address the difficulty in

sorting through and managing the sources they want to use in their classroom. The third sub-theme shows how teachers felt the process of searching for primary sources was time consuming. The fourth theme addresses how teachers use resources that are already prepared despite their limitations. The fifth and final sub-theme discusses encouraging new technology ideas as discussed by three of the participants.

<u>Difficulty Finding Sources in Online Libraries</u>

This sub-theme addresses the vast amount of resources that can be found on the Internet as well as in online libraries such as the Library of Congress. The process of finding the desired sources in online libraries can be very involved because teachers are looking for something very specific to meet a particular class objective. Going through large libraries of sources to find exactly the right statement is very difficult:

> It isn't really a process of filtering out the stuff you don't want, but finding the stuff that says what you want it to say. –George

> ..it's sometimes really hard to find specifically what you're looking for. –Yoko

When the participants reported looking for a source, they explained that they wanted to know exactly what they were looking for, or else the search process could be overwhelming.

> If you know what you're looking for and have the time to do it, technology is great. If you just do this random Google search and you end up with pages and pages that you have to wade through, and you're busy searching on things and they don't help you at all, it's a waste of time. It comes up, or it doesn't. That's a lot of trial and error, too, knowing what key words to put in when you're doin' your searches… –Linda

> …for Great Depression, go to this site, and there's 1500 primary sources? Are we doin' our in-service teachers any favors? Can we begin to maybe scale them down and provide them maybe ten fantastic resources, and try to maybe provide for new teachers maybe a kind of a go-to spot that limits that amount of time, so it takes a lot of stress and time out of their life, so that maybe there's a starting point, rather than just being overwhelmed through technologies and Google searches? –John

> Again, I think it goes back to, there's maybe too many resources, and you can get pulled astray. –John

> When you're finding them online, you might find ten to fifteen sources on one thing, and then you can package it up the way I'm hoping to. –Ringo

> You can do it on the Internet, too, but then you usually have to filter through all that stuff that doesn't really have anything to do with what you're doing. –Linda

In response to a follow up question, Yoko describes that when she uses large libraries with overwhelming amounts of information, she would like more information on how to find information faster.

> Just for organizations that are providing resources for teachers to perhaps provide more training on how to do it or just to make sure that you do have people accessible to help you. –Yoko

This sub-theme shows how difficult finding the right source can be. Just because sources are abundant on the Internet that does not mean that pedagogically useful ones are easy to find.

Difficulty Finding Non-Mainstream Sources

While sources overall are readily accessible, numerous interviews reported that sources out of the standard curriculum of teaching are often difficult to find. Sources that are Eurocentric and relatively modern are easy to find whereas ancient Rome or local histories are much more difficult.

I mean, when we're trying to apply these concepts to Montana history, there's not a lot out there that's accessible. –Julian

A quick Google search would find any topic on the Civil War and American History… will get you tons of primary sources. It makes sense cuz it's more modern. Whereas, this year I teach from the Roman era to the Enlightenment, so that closer to the modern age you get, the more primary sources there are. Then it's something that's more popular like the Roman era, there's tons. Then when you're looking into even the Byzantines, or we do the Islamic Empire. There's less. There's lots of art, but there's much less translated primary source documents." – Ringo

To conclude this sub-theme, sources that are not Eurocentric or mainstream are difficult for teachers to find. While this sub-theme may seem to be a straightforward concept due to the idea that resources that are not taught as much would not be as available, it is important to note that when teachers do need these sources, the sources are difficult to find.

Searching is Time Consuming

Given the plethora of sources available and the challenges associated with navigating the many sources, the participants reported that the amount of time needed to find and prepare sources is an issue:

Yeah, and I mean that's a big part of that for sure. It's like time is a huge issue as far as getting the sources. Obviously time is a big issue… -Paul

There's probably even—gosh, there's probably too much. For beginning teachers, I think it's difficult, cause you can spend hours and hours and hours. -John

Participants are looking for efficient access so that there is less of a burden on their time. John continues with his own experiences in searching for cites with sources he may need:

Every website has a clearinghouse. I mean, every website has, "Click here for links," so depending upon where you're goin', there are links to every

different primary source that you can find. You just need the time. Technology's fabulous. It's wonderful, but teachers need the time to be able to go and research, and make those connections. –John

Anything that has a subscription or students have to log-in with a name, they forget their passwords, and every single time you do more time troubleshooting than—I just want something open. –Ringo

From these quotes, participants describe the process of finding sources as time consuming. Social studies teachers spend a tremendous amount of time planning units with sources. Not only are specific sources that fit a lesson potentially difficult to find, the search is time consuming.

Using What is Already Prepared

Participants described a desire to use sources that had supplemental materials already developed, i.e., sources that already have lesson plans or quizzes developed that help guide teachers on how to use the source:

Their online modules, AP Curriculum, AP U.S. History Curriculum is now broken up into nine different units, and on their website, they have instructional strategies for each unit that have primary sources, possible discussion questions that go along with those. That's allowed me to, I guess, widen the depth of sources that I have access to. –Julian

Participants nonetheless reported that they may use only some of the prepared materials. Some prepared materials are useful, whereas portions may not fit in with the lesson the teacher has in mind. In this case, teachers will use prepared lessons as a stepping-stone for preparing their own lessons:

It's a little bit—it's a little too close to packet teaching for me. Everything's prescribed and it's just not how I approach a lesson, but I will pull things out of it, whether it's artwork or selections of text that they've put together. –Ringo

While Ringo describes how prepackaged lessons are useful to plan lessons, he does not

want to teach everything that way. Yoko continues by describing how some of the

prepackaged materials are really useful for some of her students, as long as she can

amend them to fit her needs.

> Yeah, so, I mean, time-saver, for sure. That's why I've really liked some of the programs I mentioned earlier because they do have it kinda prepackaged for me, and then I just get to evaluate, like, how can I modify this to meet my students who are gonna need more support and to really make my other students reach further. –Yoko

> This sub-theme details how teachers use premade lessons and materials as a

resource guide. While some teachers like the premade materials, others do not because

they feel they encourage too much prepackaged teaching.

Encouraging New Technology

During the interviews, three participants discussed their desire for an

organizational structure like the website Pinterest. Pinterest is a website that lays out

pictures in a grid-like fashion. This layout maximizes the information on the screen so a

person can sift through a greater amount of information in shorter amount of time.

> Yeah. I still think it's really haphazard the way I go about finding it. I think if there were better databases, better—I mean, a Library of Congress for the things outside of American History if they were that organized would be great. It's funny, Pinterest is filling that need a little bit, which I never thought would happen. –Ringo

> To me it would almost be like a Pinterest wall, you know so you could look at it and be like, "Okay, that looks cool, that looks cool, that looks cool." You know and then I could just grab a bunch of them and go and read them. –Paul

If webpages were laid out in a style like the website Pinterest (see Appendix B), teachers could sort through a large volume of sources in an efficient manner. Teachers would be able to scan through a large number of sources quickly because of the way the information is presented in the wall.

<p align="center">Planning to Use Sources</p>

All of the participants described various aspects of how they might prepare lessons. During coding, these sub-themes emerged the most: (a) Preparing to teach students to use sources, (b) Using the UBD model, and (c) Developing source material for classroom use. As far as a common method of how a teacher starts the process, no direct pattern can be reported, though all planning involved a search for sources, use of standards, and inquiry arc questions.

Preparing to Teach Students to Use Sources

A majority of planning-related codes reflected a focus on teaching students about how to use sources. Participants discussed how using primary sources was something that they all would need to teach students. The participants taught both high school and middle school, so the interviews indicate this is something that must be taught at all ages. Participants also reported that they would need to begin teaching how to use sources at the beginning of the year. John explained the importance of providing guidance:

> You have to teach how to engage those primary sources, and if we're just throwin' em at kids, we're not doin' our jobs. We have to walk them through that and teach them how to—particularly at the beginning of the year. –John

The amount of time that teachers use to teach primary sources is a balancing act, as this

participant noted:

> I mean, one for sure is trying to find sources that aren't too difficult, [be]
> cause so much of it is, at our grade level, just incredibly hard to
> comprehend. You can take a week and really break it down, but then you
> lose the… energy that you get from kids developing understanding at the
> optimum pace. –Ringo

> In summary, teachers need to also demonstrate to students how to effectively use

primary sources, even after the teachers have found and organized them.

Using the UBD Model

Participants approached the planning process by using Understanding by Design

(UBD). The UBD model works when a teacher chooses an objective or desired result of

the lesson first, then creates activities working backward from that goal to achieve those

desired results. This is a very popular method that teachers use. In the interviews,

oftentimes, participants might not say "UBD Model" outright, but instead they would

describe the UBD process. For example:

> I use a backwards design approach. I take a look at what I want the
> students to know at the end, and then I go backwards. –Linda

Similar statements dealt with choosing the standard or the objective first, the planning

backward from that point. Participants mentioned a wide array of objectives that may fit

into this model; however, the participants did seem to focus on a certain objective and

work backward from there. Objectives dealt with both content and skills:

> Within those learning goals, we have specific skills that we're wanting
> students to be confident in applying in their everyday life. –John

<u>Developing Source Materials</u>

This sub-theme was commented on a number of times as it pertains to the process of integrating a source into instruction. "Developing" should be understood as preparing the source to be used by students, such as modifying the language style or font used. The data describe how teachers must also develop the sources in a way that fits their instruction. For example, Paul noted the importance of how he closely analyzes a source he has found:

> Maybe that matters, maybe it doesn't, but once I find [a primary source], does it actually do what I want it to do and show the interconnectedness or whatever, you know? That's the harder part, like if I can find [a source], does it then actually do what I want it to do, or then do I have to start over? – Paul

In another example, an instructor plans a lesson that combines a variety of texts from a time period:

> Then I do another one where I'll patch together maybe four or five different snippets, a paragraph long, trying to shoot for 200 words or less. – Ringo

In this case, the source may need to be changed slightly to help students get through the material:

> It's a word-for-word, typed-in transcription, which makes it easier for them to read so then we can then have the conversation of, 'What does this mean? What do you think this means?' A lot of times I end up transcribing it myself into language the kids understand. I call it the 'Today Speak'. – Linda

The data indicates a variety of ways that both sources and teaching methods have to be developed. This makes sense due to the wide variety of types of sources available to teachers.

Conclusion

The data collected from the participants indicated that there are four main themes that describe the process of searching for and using primary sources in social studies instruction: (a) Criteria for Effective Source Materials, (b) Points of Access to Effective Source Materials (c) Challenges Encountered in Finding Appropriate Sources, and (d) Effectively Planning Lessons through Managing and Integrating Sources. The Criteria theme describes what optimal primary sources might include, and what they do. The Points of Access theme is divided into three sub-themes that described the various ways access affected participants' ability to find primary sources. The Challenges Encountered in Finding Appropriate Sources theme has four sub-themes that describe the various topics that are involved in the process of searching for primary sources. The final theme, called, Planning to use Sources theme, is divided into three sub-themes that described the various aspects participants reported while discussing how they would plan to integrate a primary source into their instruction. In the final chapter of this thesis, these results will be interpreted for real-world meaning and application in the profession of social studies teaching.

DISCUSSION

<u>Findings and Interpretations</u>

This study examines how social studies teachers are planning to use primary historical sources in response to Common Core and other initiatives aimed at engaging students in historical inquiry. Far from the traditional assumption that history class is about memorizing passages from a book, participants in this study proved to be dynamic with planned instruction. In particular, advancements in technology, particularly the maturation of Internet resources, have changed how social studies teachers plan and teach their lessons. This study advances the field by exploring how social studies teachers apply technology to access and use primary sources in their instructional planning. Thus, the main research question of the study asks: How are 21st Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so? A qualitative pragmatic study was used to understand this question. Interviews of social studies teachers were analyzed in order to understand and assist current teacher practice.

Four themes were unveiled during the coding process of this study. These themes are: (a) Criteria for Effective Source Materials, (b) Points of Access to Effective Source Materials, (c) Challenges Encountered in Finding Appropriate Sources, and (d) Effectively Planning Lessons through Managing and Integrating Sources. These themes align with elements of the conceptual framework that guided this study (see Figure 2). The Interaction element corresponds with (a) Criteria for Effective Source Materials. The Accessibility element corresponds with (b) Points of Access to Effective Source

Materials. The Implementation and Time elements correspond with (c) Challenges

Encountered in Finding Appropriate Sources and (d) Effectively Planning Lessons

through Managing and Integrating Sources. Below, I discuss each theme and conceptual

framework element in depth. Connections to the existing literature and implications for

practice are reported with each theme.

Figure 2. Conceptual Framework and Themes
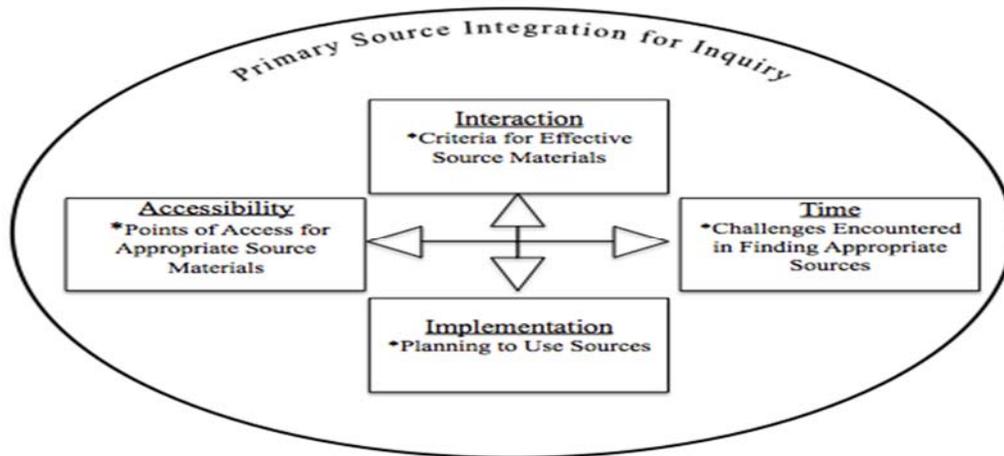
*Denotes themes from findings section.

Interaction

The Criteria for Effective Source Materials theme addresses the core focal point

of this study, the primary source. This theme closely aligns with the Interaction element

in the conceptual framework. In order to implement primary sources into lessons and

units, researchers need to know which kinds of sources teachers actually interact with,

what they prefer to work with, as well as what is the most effective kind of source for

instructional use because it reinforces Dewey's understanding of experiential learning

(Kolb, 1984). This understanding is fundamental to educators and resource developers to understand because, as Grant (2013) points out, students must use high quality accessible resources to help them grow "beyond the limits of their own experiences" (p.351). The two sub-themes articulate what makes a source effective as well as what a source should accomplish in a lesson.

What Makes a Source Effective for Classroom Use. Participants reported that primary sources must be readable and relatable to students. Brown and Dotson (2007) emphasized this finding by stating "appropriate readability level was also a criterion for selection of resources" (p. 32). Participants reported on a variety of digital sources. Participants reinforced findings from Lamb and Johnson (2013) that sources can vary from paintings from a certain time period, to photos, songs, and letters. These findings are also consistent with rsearch conducted by Bates (2014).

What a Source Should Accomplish in a Lesson A source must have the potential to engage the student in order for the participant to use it. Participants explained that sources that show conflict or drama, such as a battle or a social controversy, retain student attention the best. O'Brien, Beach, and Scharber (2007) noted that teachers prefer sources that offer the potential to engage students in active learning which was illustrated by George's statement: "It should be something complex, it should be something that has dynamic to it."

Implications for Practice The results of this study offer several implications for teachers looking to improve their practice as related to instructional planning, technology

use, and primary sources. The results outline how not only teachers can benefit from a clear understanding of what a optimal primary source is, but also educational resource developers.

Teachers can improve their instruction by knowing what makes a good primary source. To enact signature pedagogy that advances historical inquiry, teachers can look for controversial, dramatic, or otherwise engaging sources. O'Brien et al. (2007) describe how sources need to be engaging for students. Instead of assuming that a primary source is limited in scope to say, letters and newspapers, teachers can access digital examples of virtually any artifact ever digitized, from paintings to pottery to war relics. Both professional development designers and social studies methods teachers can benefit from understanding what optimal sources are because this knowledge can streamline the searching process, which can be time consuming at times. When sources that have been shown to be not as necessary are removed, the entire searching process becomes more streamlined and efficient, thus saving valuable time and effort.

Understanding what educators want as the optimal source can also be helpful to educational resource developers looking to streamline their materials. This study shows that if, for example, social studies web designers have sources that show conflict or embed drama, are readable for specific age groups, and meet the specific objective the teacher wants, then that source will be useful for instruction. When web developers and educational professionals identify what kinds of sources teachers are using, they can then further prioritize the sources by what teachers need the sources to do. For example, if a source is not engaging, it should not be highly prioritized as a useful source.

Accessibility

The Points of Access theme aligns well with the Accessibility topic in the conceptual framework. The Points of Access theme can be understood as the doorway for teachers to start the search for primary sources. This section of the study focused on the Internet as the main doorway participants use to access these sources.

Readily Available. This sub-theme reports that sources focusing on popular historical events are abundant, especially those from common historical eras like the Civil War or World War II (Hicks, Doolittle, & Lee, 2004). VanSledright (2010) describes how there are a variety of sources available on the Internet. Hicks et al. (2004) also say that access to sources is increasing which is consistent with what participants said in the findings chapter. Participants in the also reported that sources were accessible via the Internet and easy to find assuming that the teacher knew what to look for. This access will increase as more and more sources are digitized and posted. This is surely a reason teachers are encouraged to use primary sources on websites. As this study shows, the issues are not simply that there are a lot of sources out there, but that there are an overwhelmingly large number of sources on the Internet and those sources need to not only be quality sources, but organized in a way that allows teachers to find them efficiently.

Best Sites Are Pay Sites This sub-theme shows that participants think that paying for quality sites is worthwhile because of the quality of the content in the website and that it is easier to find a source on the website. Websites that require a fee may have

supplementary materials or may have been modified to be more age appropriate. For example, instead of having just a letter from one soldier in a certain historical period to his family, the website would also provide a synopsis of the historical context of the source, a quiz, or a student-friendly version that has been typed out. Participants commented on how much these supplementary materials help with the lesson planning process. Yet these supplementary materials should be susceptible to modification to suit a lesson, as noted in findings reporting under the Challenges theme.

School Districts Provide Resources. Participants accessed many of their resources because the school district provided either the funds or access to a social studies department-level library of sources. While not uncommon for departments to have a library of sources, participants pointed out how helpful it was to have the school district pay up to $200 dollars for access to the optimal site. In order for the change to historical inquiry to work, districts must participate in that change, so helping teachers pay for optimal resources is essential for implementation (Klem, 2000).

Implications for Practice. While sources are readily available and often prepackaged, teachers want more than just the source but do not want their teaching to be prescribed. Participants reported that pay sites are appealing because they often include supplementary materials to support the lesson planning process. Education website developers should work toward including materials that may help teachers with their lesson development but be designed with flexible modules. Ringo and Yoko reported that they wanted to be able to find the resources, but not have prescribed or prepackaged

units and lessons. "Teachers seemed more interested in locating materials and lesson implementation ideas as opposed to detailed lesson plans" (Milman & Bondie, 2012, p. 403). Resource developers should build websites that all social studies teachers can use. School districts should understand that they may have to pay money in order for their teachers to access these premium sites, but the investment is worth it because this is what the teachers are asking for. Teachers should advocate for these pay websites if the school districts do not want to pay the membership costs. While sources are readily available on the Internet, the searching for and developing of primary sources to fit into lessons will cost time and quality of instruction. In order for school districts to see the need to pay for these primary source websites, groups of teachers may be able to advocate for school- or departmental-level access or subscriptions. Teachers may want to seek grant funding or use professional memberships to access sites.

<u>Implementation</u>

The Effectively Planning Lessons theme aligns with the Implementation element in the conceptual framework. This theme is defined as how teachers organize their lesson plans when using primary sources. The Findings section reports on three major sub-themes from the data collected that both support and push forward the current understanding of the process of how teachers plan lessons.

<u>Teaching Students to Use Sources</u> Participants reported that they teach their students how to use primary sources at the start of the year as well as reinforcing those lessons as needed. This is interesting because one might assume that there would be no

reason to reteach how to use a source in every grade. For example, a math teacher would not reteach adding throughout a student's school career, because once the student knows how to add, he/she should not have to be retaught the skill. To effectively scaffold these skills across grades, Hicks et al. (2004) recommends multi-grade teacher professional development that allows teachers to understand which skills are being taught in grades above and below the teacher's current grade level. This is exciting proof of how Beck and Eno (2012) describe emerging pedagogy in the classroom. Teaching history in ways that teachers are passionate about, such as through primary sources (VanSledright, 2010), creates students who learn as historians, or criterialists, as Nokes (2013) describes them.

UBD Model The participants reported that the UBD model is the preferred model for developing lessons and units using sources. This model allows teachers to have specific goals, which fits with Grant's (2013) work calling for pedagogy that starts with the Inquiry Arc and creates authentic instructional practice. By looking at the source and assessing what lesson the students need to learn from it, a teacher can work backwards and plan a successful lesson. Dewey understood this as identifying the result one wants to achieve, then working backward in order to achieve it (Popkewitz, 2005). The UBD model, therefore, encourages teachers to teach students how to solve historical questions as a historian might (Levstick, 2001).

Developing Source Materials This sub-theme describes the different processes teachers use to modify sources for use in lessons. Lamb (2014) describes how necessary it is for teachers to understand the complexities of texts, thus making the old source

difficult to interpret. While Grant (2013) discusses how students must reconstruct historical evidence in order to solve issues, the data from this thesis study shows that teachers believe they still need to guide students. Teachers must make history relevant and present sources in a way that allows students to understand history. By developing sources into items that students can reconstruct, teachers are allowing students to participate in experiential learning (Kolb, 1984).

Implications for Practice Teachers can use a variety of strategies to develop source materials. For example, they can model close reading techniques, rewrite antiquated language, or provide a quiz or other contextual material to help students better understand the time period of the source. Ringo and Linda suggested additional training as a means for teachers to learn about new methods for teaching and reteaching skills. Professional development is particularly important given the reality that many practicing teachers have limited experience with the new standards/frameworks and inquiry-based methods.

Curriculum and resource developers might consider ways to more effectively organize materials for teachers. If teachers must teach students how to use sources, organizing a website by skill may be very useful. For example, if teachers need to focus on persuasive writing in Social Studies, they can find sources linked to that activity easily. Also, since participants reported that they use a goal based design to plan for lessons, enabling a website to organize primary sources by objective would be very helpful for teachers.

<u>Time</u>

The Challenges Encountered in Finding Appropriate Sources theme aligns with the Time element in the conceptual framework. This theme describes the challenges of looking for specific sources online, once a teacher has accessed a website with primary sources (e.g. the Library of Congress site). This is an important distinction from the Access theme, which focuses on initial access to an unlimited set of sources. The "searching" step focuses on searching in online libraries of sources to narrow the teacher's options.

<u>Difficulty Finding Sources in Online Libraries.</u> This sub-theme describes how specific sources are difficult to find once a teacher has accessed an online library of sources. Due to the large amount of sources online, participants described difficulty finding exactly what they want. Hicks et al. (2004) showed how fifty percent of teachers polled found searching "frustrating" as well as saying there are "too many web sites to find suitable primary sources" (p. 227 -228). This fact may seem to contradict the Access theme because this study's results also suggest sources are overwhelmingly obtainable. The issue is that with so many sources, it is difficult for teachers to find specifically which source is needed if they do not have an exact source in mind ahead of time. As George stated: "It isn't really a process of finding the stuff you don't want, but finding the stuff that says what you want it to say." This statement from George is fascinating because the difficulty may be due to the fact that a teacher has a very specific idea in mind. For example, if a teacher has a lesson on Gettysburg that needs the letters from the both the North and the South that talk about why the soldiers believe they are fighting, a

teacher will have to search through a number of letters to find one that supports the lesson objective.

With textbooks, history can be seen as very absolute. When primary sources are introduced into the classroom, they expose students to multiple perspectives and subjective truths. Nokes (2013) describes this process as the same that historians use, which he calls the "criterialist stance" (p. 62). This criterialist stance ensures the history the students learn is more accurate; however, it also is much more difficult to understand, which is why many of the current frameworks like the Common Core State Standards, APUSH, and C3 help teachers with their pedagogy. Teachers must spend extra amounts time finding specific sources that align with their lesson's objectives. As VanSledright (2010) argues, teachers need to be motivated to instruct in ways that reinforce their passions about history, because it takes time to find resources and make connections to students. John elaborates on this by saying "You just need the time. Technology's fabulous. It's wonderful, but teachers need the time to able to research and make those connections." By taking the focus off of textbooks as the holders of truth, the teacher must be the guide and as well as an expert in the field in order to for the students to understand the material properly. Instead of having students memorize the facts a few paragraphs in a textbook may provide, students are now expected to use primary sources to discover those facts instead of having the facts told to them. For example, in order for students to understand the Cuban Missile Crisis, students could use three primary sources like listen to a Kennedy speech, read a letter from Khrushchev to Kennedy, and have articles from newspapers in order to piece together what the history was.

Difficulty with Non-Mainstream Sources Participants expressed concerns about finding sources that may deal with less popular historical topics. Wineburg discusses this extensively with the idea that "metadiscourse" dominates the historical narrative (2010). Finding resources that give a variety of interpretations on history, especially in textbooks, is difficult. For example, if teachers are teaching about ancient civilizations, finding a source that fits the teacher's specific needs may not be digitized or translated into English. Similarly, it is reasonable to assume that not every local town has well developed websites about its history dedicated to social studies instruction.

Time Consuming. Participants have unique objectives that they must reach and they have to find the source that best meets that objective, as reflected in the "Searching is Time Consuming" theme. For them to do this, large amounts of time are required to find and develop a source to fit a lesson. Hicks et al. (2004) results found "that a lack of time to search for web-based primary sources was a significant reason for not using web-based sources" (p. 228). From frustrations of logging in, to finding the right source, to fitting it into the lesson, to creating assessments for the source, teachers simply need more time.

It is critical to understand teachers' perspectives when it comes to time and understanding how to implement an emerging pedagogy. As Nokes (2013) notes, for informational texts, teachers continue to use textbooks; however, they are eager to learn new teaching methods not based in textbooks (Beck & Eno, 2012; Lamb & Johnson, 2013). Teachers also want to better understand how to integrate technology into their classroom (Wei-Ying, 2011). While textbooks are evolving to meet this need

(VanSledright, 2010), teachers need more time to ensure that students are doing history as historians would, which often means creating the dots for students to connect. If teachers do not have the time to prepare all of these materials, students may be missing out on understanding history as a historian would (VanSledright, 2010).

Using What is Already Prepared. Participants reported that they used sources that were already prepared. Some online sources might be simply the source itself, while others might come with a quiz or a transcribed text if that text is difficult to read. Participants reported that having some element of the source prepared helps with their lesson planning.

Participants did not mention they check to see if the online resource (e.g. the library or clearinghouse) was reputable or if sources had been verified and validated. If a source accomplished a goal the participant needed to meet, there was no evidence collected that indicated the teacher would fact check the source to see if it was correct or not. This finding seems to support observations by Nokes (2013) that indicate that many teachers use resources to present history to students, not necessary challenge history, as true historical inquiry requires. Participants seem to trust that the website is giving them good information much like they would a textbook. It should be noted that participants did report that they wanted to use grouped sources more for ideas. This shows that some teachers are willing to go beyond "pack teaching", as Ringo calls it, and thus closing the gap that Ferro (1984) articulates as the difference between what professional historians know and what school textbooks include. Teachers seem to agree with VanSledright

(2010) and Nokes (2013) who claims that there is value in giving students the same skills historians have.

Encouraging New Technology. This final sub-theme in the Searching theme offers a possible solution for several issues facing social studies teachers. Several of the participants described a desire to have a website modeled after a popular social media site called Pinterest, which organizes a variety of photos in a grid-like structure (see Appendix B). Users of the website are presented with a snapshot with a small amount of information. This snapshot does not lead to a new webpage, but if users click on it, they can enlarge the photo, as seen in Appendix C. By applying this idea to primary source searching, teachers could assess a variety of sources quickly. Nokes (2013) describe how historians must search thought a wide arrange of data to search for clues that lead to a historical event. Teachers have limited time to do this, and they might be less likely to fall back on using textbooks if they have access to a website that efficiently presents information. Instead of participants having to use a variety of different websites to find their sources, a Pinterest-type page could be a solution for teachers searching for primary sources.

Implications for Practice. This Implications for Practice theme demonstrates that the searching process is dynamic. While there is an abundance of primary sources online, sifting through those sources to find the right materials can be time consuming if the teacher does not know exactly where to find what he/she wants. One implication is that social studies teachers need to be savvy with searching for sources by gaining familiarity

with quality online tools. In addition, since local sources are limited, teachers who can connect to their communities might be better equipped to avoid "metadiscourse" and promote historical inquiry (Nokes, 2013; Wineburg, 2010). Not only are sources limited, extra efforts must take place by teachers to ensure that sources are accurate before giving them to their students. Schools can support teachers in terms of quality planning, and encourage innovation and use of UBD, by providing dedicated, collaborative planning time focusing on primary source integration.

Clearly, curriculum and resource developers need to streamline the searching process for teachers. Primary sources have to be presented in a way that teachers can process an abundance of quality information in a short span of time. Furthermore, it is important that sources are screened for accuracy by website developers and curriculum designers, since teachers may not be checking the authenticity of online sources. The demands on teachers' schedules are immense; therefore, in order to ensure high quality primary source integration, developers should take the responsibility to ensure validity.

Websites could be further improved through use of a refined search process that focuses on different categories that may interest teachers. For example, if teachers are looking for sources that align with a specific skill or objective, a search should be able to adjust to that need. If a teacher wants to search by a category like historical era or specific historical skill, the website should be able to do that as well. For example, the Stanford History Education Group website allows teachers to search by historical event and then provides lessons and resources for the teacher to use.

If website developers want teachers to use their sources, developers should have some level of supplementary materials with the source. A supplementary material for a primary source could include a transcribed version, a quiz, or a short synopsis of the historical significance of the source. Professional developers may also want to develop clinics or provide other forms of professional development to highlight teaching methods and practices for creating supplementary materials for sources.

Conclusion

This thesis has connected many different areas in the social studies teachers' lesson planning process concerning the search for and implementation of primary sources. Specifically, the study focused on answering the question, how are 21st Century teachers incorporating primary sources into their history lessons, and what challenges do they face in doing so? The study produced four main themes: (a) Criteria for Effective Source Materials, (b) Points of Access to Effective Source Materials, (c) Challenges Encountered in Finding Appropriate Sources, and (d) Effectively Planning Lessons through Managing and Integrating Sources.

The Criteria for Effective Source Materials theme describes the kinds of primary sources teachers use as well as what defines an optimal primary source. The theme describes optimal primary sources as readable to the audience as well as usually being digital in nature like scans of sources, artifacts, or pictures. The theme also describes sources as needing to be able to retain student interest so sources should be socially controversial or describe a conflict such as a battle. Social studies curriculum and web

designers, methods teachers, and professional developers must make sure they are using the kinds of sources professionals are describing as useful in practice.

The Points of Access to Effective Source Materials theme described how teachers find sources. Many teachers search for sources using online search engines to find specifically what they want to use for instruction. Participants described finding sources as abundant online; however, the best sources are found on sites that often require a subscription. The subscription-based primary source websites are organized better and may have supplemental materials that align with the source. Participants also reported that school districts fund the subscriptions to these primary sources websites.

Teachers rely a great deal on Internet as a their primary technological tool to find sources. As this study indicates, teachers do not only rely on search engines to find sources, they also use primary source specific websites to save time while finding sources because those sites are organized to help teachers find the right source from a certain historical era. The best websites organize sources by era, standard, or skill, as well as using engaging sources with supporting materials that can be modified for teachers specific inquiry-based teaching goals in mind.

However, many of these top sites require a fee that some school districts may not be able to afford, as they can cost up to $200 per year. If not all teachers have access to these sources, quality of teaching may vary depending on the ability of the school or teacher to afford access to these sites. For example, if a social studies teacher is from a less affluent school district, that teacher must not only find a series of primary sources, but he/she must also create lessons, modify the source if needed, and develop

supplementary materials—an overwhelming process that may lead that teacher to revert to simply teaching from the textbook.

The Challenges Encountered in Finding Appropriate Sources theme revealed that participants did not report having difficulties finding a source if they know what to look for. However, if they were searching for a new source, this process can be time consuming. Participants did not comment on any trust issues with sources, which indicate that they tend to trust sources they find on websites. This fact indicates that websites need to be checked regularly by experts to ensure that the sources are credible and presented in the correct contexts.

The participants suggested a Pinterest-type solution for the issues they face. Pinterest is a social media website that allows users to post photos and short videos along with a brief synopsis of the photo or video using a layout that looks like a pin board. This type of site allows users to consume a vast amount of information in a relatively brief amount of time. A website similar to this Pinterest-style site could be adapted to help teachers more efficiently implement primary source-based lesson planning.

The Effectively Planning Lessons through Managing and Integrating Sources theme shows that teachers need to do a number of tasks in order to successfully implement primary sources in their instruction. Participants described how they must teach their students first how to use sources. The participants also described how they use the UBD model for lesson planning. They will look at what the objective of lesson is, then find sources that correspond with their lesson objectives. Participants continued by

describing how they would modify or add to a source to make the source easier to integrate into the instruction.

Social studies education is facing a pedagogical transformation. Moving from a textbook based style of instruction to a historical inquiry model is exciting yet difficult. 21st century social studies teachers are using primary sources to promote historical inquiry, but they require support in terms of professional development, subscriptions to quality resources, and access to efficient websites. In particular, this study encourages websites that are better organized to allow teachers to process massive amounts of information in a short amount of time.

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APPENDICES

APPENDIX A

DATA COLLECTION MATRIX

Interview Questions

Type of Question	Interview Question	How does this help me answer the Research Question?
Evaluative	1. How accessible/readily available are primary sources for Social Studies teachers to use in their instruction? What are the different ways you access/find primary sources for use in your instruction? Can you elaborate?	Accessibility, Time, & Interaction
Prompt and probe	2. There may be multiple ways you put lessons and units together. Can you elaborate on the different processes you use? How do you determine the order of content and skills for teaching in your school year?	Implementation & Interaction
Prompt and Probe	3. When you find a primary source, how do/would you add it to your instruction? Do you have any special methods that you use that integrate primary sources?	Implementation & Interaction
Evaluative	4. What are the different things you look for in an optimal primary source? Do you have specific criteria?	Interaction, Implementation, Accessibility, & Time
Evaluative	5. How does/could technology affect your ability to find primary sources and lesson planning materials? Can you describe the different kinds of technology/software/websites available to you for your use?	Accessibility

<u>APPENDIX B</u>

SAMPLE PINTEREST LAYOUT

Pinterest Website
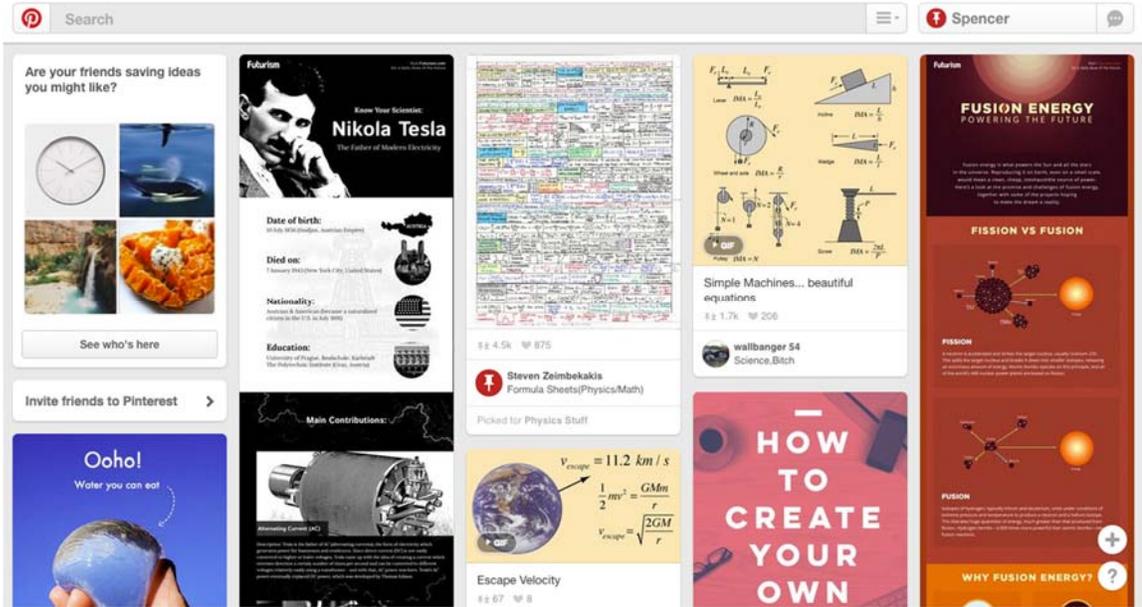
APPENDIX C

SAMPLE PINTEREST QUICK SHOT

Second Pinterest Close-Up

APPENDIX D

CODING AND THEMING

Reid Coding and Theming