



You Can't Teach What You Don't Know

National Council for
History Education
Conference
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Presenter:
Dr. Ruth Busby, Troy University

Type I Grant: Pre-service

Developing Historical Inquiry with Primary Sources and Oral Histories

Project Overview



- **Research shows:**
 - Elementary pre-service teachers often lack pedagogical skills to teach history due to their **lack of experience** and inability to think historically themselves (Bohan & Davis, 1998).
- **This project:**
 - **Expand experiential base** through historical inquiry involving the examination of primary sources, construction of essential questions, identifying multiple perspectives, comparing and contrasting sources, and drawing inferences based on their own understandings rather than those found in a textbook.
 - **Apply their skills** by creating a standards-based lesson plan involving primary source documents, oral histories preserved through Photo Story, and performance assessments.
 - Provides both a **knowledge and pedagogical base** for effective social studies instruction.

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Project Goals and Activities



- **Increase pedagogical and technology skills.**
 - Hands-on training by LOC on navigation of LOC website
 - Hands-on training on Photo Story 3
 - Accessing, saving, presenting primary sources; citing sources
- **Apply skills in a real life setting.**
 - Conduct oral history project correlated to state standards
 - Locate primary sources related to topic
 - Create a story using Photo Story 3 about oral history, LOC primary sources
- **Design a lesson plan incorporating oral history, Photo Story 3, and assessments of historical thinking.**
 - Design a lesson plan incorporating their Photo Story
 - Create pre and post-assessments for elementary students
 - Teach lesson plan in field experience and assess

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Project Audience



- **Pre-service teachers**
 - 25 undergraduate students
 - Enrolled in social studies methods course at Troy University
- **Elementary students**
 - 600-650 in the field
- **Other**
 - Some pre-service teachers submitted their lesson plans to Alabama Learning Exchange (ALEX) for a broader audience
 - Conferences
 - Journals

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Project Samples



- **Lacey**
 - Hurricane Katrina (5.30 minutes)
- **Meghan**
 - World War II (3.30 minutes)
- **Casey**
 - Iraqi War (4.19 minutes)
- **Tammy (6th grade teacher)**
 - http://www.youtube.com/watch?v=Q2_p-LSY0IE&feature=player_embedded
 - 6th grade virtual museum (6.36 minutes)
- **Gina**
 - World War II (12.30 minutes)

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Project Outcomes



- Pre-service teachers' lesson reflections
 - ***What went well with the lesson?***
 - Most frequent responses in descending order: (1) teacher preparation, (2) few classroom management issues, (3) student enjoyment, (4) teacher learned content, (5) students learned content
 - “I think I was well prepared for the lesson because I didn’t have any problems delivering it.”
 - “Because they were interested, I also had very few discipline problems. I feel as though my preparation also helped with the success of the lesson. Even though I did have some technical problems, my preparation ahead of time and familiarity with the material helped me improvise when needed.”
 - “The graphics that I included in my presentation and the personal story really kept my audience attentive. The students had many questions after the lesson was over. This showed me that there were interested in the topic.”
 - “I could tell the students remained interested in the photo story from their attention during the video and their questions afterward.”

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Project Outcomes

- Pre-service teachers' lesson reflections
 - ***What didn't go well with the lesson?***
 - Most frequent responses in descending order: (1) computer/technical issues, (2) assessment, (3) lack of student background knowledge, (4) student attention span, (5) no accommodations for special needs students
 - "...I had trouble getting into Photo Story to pull up and play. Even though I figured out what was wrong, it was still unnecessary time wasted."
 - "I had low expectations for the students...my anticipation guide could have been more difficult than what it was."
 - "...wrong with the test...[there were] no accommodation plans for ELL students or special [needs] students. I know that is something I will have to fix for the future."

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Project Outcomes



- Pre-service teachers' lesson reflections
 - ***What will you do differently the next time you teach this lesson?***
 - Most frequent responses in descending order: (1) practice with technology before teaching, (2) make assessment more accurate, (3) more suitable for higher grades, (4) give better directions, (5) increase teacher content knowledge, (6) spend more time on vocabulary and lesson introduction
 - “I would explain and not rush...the children need time to think about what is being taught...”
 - “I would love to use this teaching strategy in my own classroom...seems like the students had more fun learning with this than they would with reading out of a textbook.”
- Cooperating teachers' evaluations of lessons
 - Overwhelming large majority reflected positively on lesson delivery (3, 4 on PEPE evaluation; only 2/25 students received a 2 on one part of evaluation)
- Elementary students performance on pre/post measurements
 - Large majority improved, no change (1), worse (1)

Questions



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