

PRIMARY SOURCE LESSON PLAN WITH RUBRIC

Class: Instructor: Day and time: Session 1:		Section #:	Term:		
		Librarian/Archivist:	Location: Session 3:		
		Session 2:			
Numb	er of Students:				
		S FOR THE CLASS VISIT (select up	to 3)		
	nts will be able to:				
	Goal 1:				
	Goal 2:				
3.	Goal 3:				
Metho	odology				
	= -	nstructor and librarian/archivist.			
	In-class options:				
	Individual Work: Students engage with materials;				
	Group Work: Students engage with materials;				
	Primary source research (finding aids, secondary sources).				
		escaren (mang alas, secondary s	, our ecs, .		
	Out of class options:				
	Follow-up assign	ıment:			
2.	Assessment Output:				
	In-class options:				
	☐ In-class respons	e to prompts/guiding questions			
	Class discussion	incorporating images from visit ar	nd independent/group research;		
	Other:				
	Out of class options:				
		ing assignment (such as blogpost;	essay; brief annotation; description and		
	metadata);				
		or digital; individual, group, or all	**		
		-test (using LibWizard, survey, or L	.MS, etc.);		
	Other:				

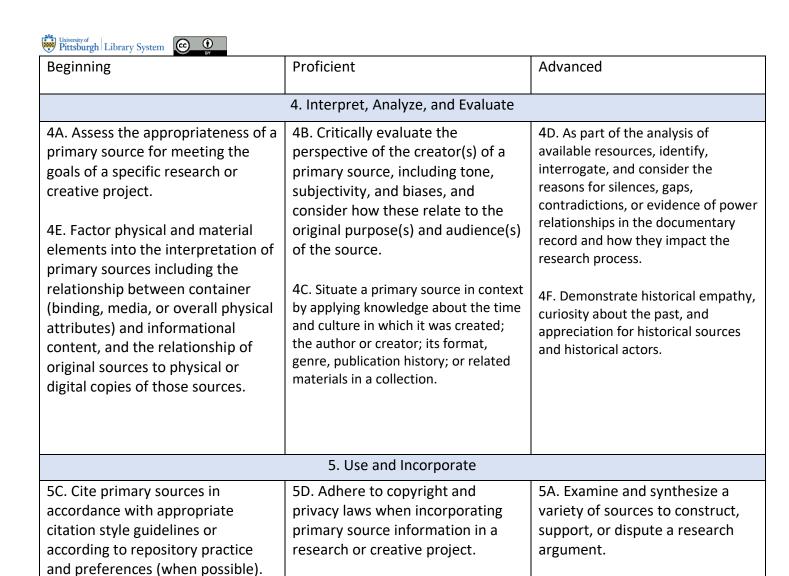




Select as appropriate for each visit.

Rubric (for use by librarian/archivist for primary source engagement and review of student output/s) State methodology and use rubric to assess student performance/aptitude.

Beginning	Proficient	Advanced			
1. Conceptualize					
1A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.	1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.	1C. Draw on primary sources to generate and refine research questions.1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.			
2. Find and Access					
2A. Identify the possible locations of primary sources.	2B. Use appropriate, efficient, and effective search strategies to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids. 2C. Distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that contain digital versions, originals, or copies of the sources themselves.	2D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research. 2E. Recognize and understand the policies and procedures that affect access to primary sources, and that these differ across repositories, databases, and collections.			
3. Read, Understand, and Summarize					
3C. Understand that a primary source may exist in a variety of iterations, including excerpts, transcriptions, and translations, due to publication, copying, and other transformations.	3A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.	3B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.			



5B. Use primary sources in a manner that respects privacy rights and cultural contexts.

Additional Comments: