Integrating Primary Sources (and Literacy Skills) into Curriculum & Experiential Learning

Clare Withers

ULS Celebration of Teaching

May 2023

**DNID (Digital Narrative & Interactive Design)**

2021 (hybrid visit and online showcase)

2022 & 2023 Class visit and Student Showcase in A&SC Instruction Room, Hillman

Engage with Nesbitt Collection materials— innovations, variants, reader interaction

Anatomy of a picture book—page turns

Understand student Arduino creation as part of the innovation/variant process!
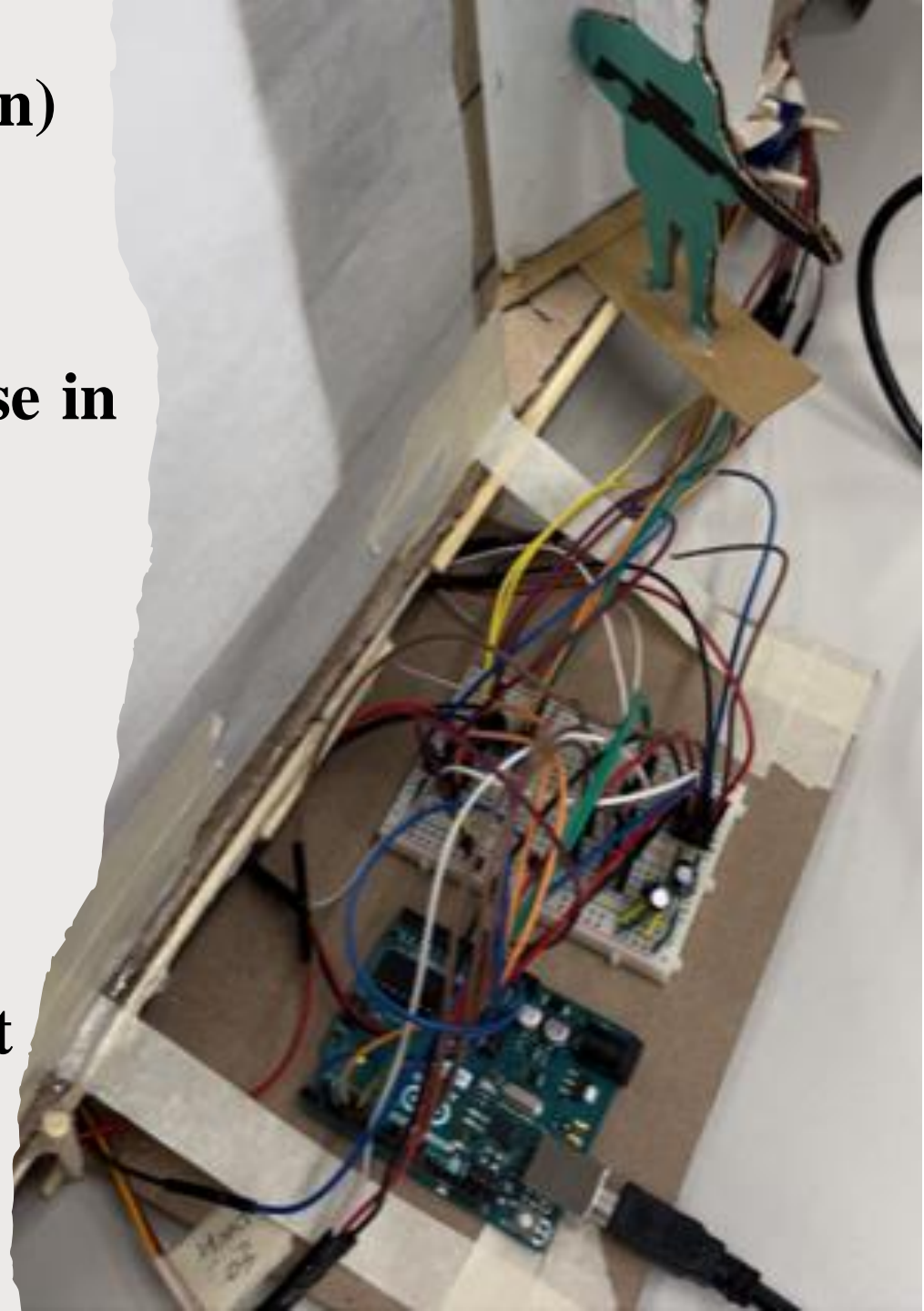
1. Your hardware interpretation of a children's story must clearly illustrate the backstory and the narrative of your chosen story

· 2. The project must be powered/controlled by Arduino and Arduino-compatible sensors and motors.

· 3. Must have at least two interactive elements, where the end user can interact with story characters, with the environment, or where the end user's actions can propel or change the direction of the story

· Milestone 1: Project proposal (due …)

· Project proposal must include the following details:

· 1. Project title

· 2. Abstract: A two paragraph summary of the game or of the story that you wish to illustrate

· 3. If you are proposing a game:

· a. Provide a detailed description of the game and its rules

· b. Provide a rational / backstory explaining why you chose this particular game for this assignment

· c. Provide a detailed description of the proposed changes (a design document, template will be provided)

· d. Explain how the proposed changes would enhance gameplay

· 4. If you are proposing a story:

· a. Provide a succinct gloss of the story and its main features of audience / critical / personal appeal (illustration, format, tone of narration, plot, etc.)

· b. Provide a rational / backstory explaining why you chose this particular story for this assignment

· c. Provide a detailed description of how you will represent the story's narrative using hardware

· d. Explain how the proposed changes would enhance the experience of this story.

· 5. Technical description: describe in detail the plan for how the project's objectives will be achieved. Start with a description of the overall approach, then provide details on technical solutions (how you will use Arduino, sensors, etc)

The Assignment

The Consultation

Primary Source Toolkit

other transformations.	comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.	key components such as how it was created, by whom, when, and what it is.

4. Interpret, Analyze, and Evaluate

| 4A. Assess the appropriateness of a primary source for meeting the goals of a specific research or creative project.

4E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) | 4B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source.

4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, | 4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

4F. Demonstrate historical empathy, curiosity about the past, and appreciation for |

THE SL... BOOK

BY PETER NEWELL

Team projects introduced stories via Arduino in new ways!

Students made use of the Open Lab, printing 3D content, locating and modifying templates.

Many students in the recent classes were inspired by books from the class visit!
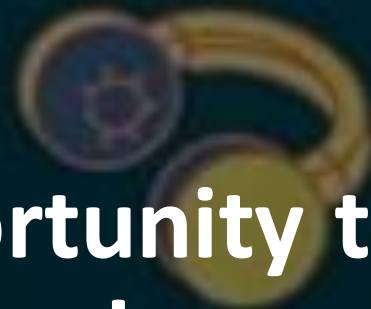
CONTEXT & SYNTHESIS

- Students shared about many aspects of the project, including impact of Special Collections visit, story selection, identification of moment in the story, process of creating the Arduino interactions.

Open event was a celebratory opportunity to talk with students about their projects and to conduct an informal assessment using the toolkit.

QUESTIONS?

Primary Source Toolkit
Team: Clare Withers, Berenika Webster, Kathy Haines, Diana Dill, Jeanann Haas