

History in Other Contexts: Pre-Service History Teachers' Field Placements at Cultural Institutions

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IN 2010, the Pennsylvania Department of Education changed its teacher certification guidelines to increase significantly the amount of time spent in the field prior to student teaching. While the original goal of the mandate was to place pre-service teachers in schools to observe teachers, co-teach lessons, and work with small groups of students, the Department of Education included relevant cultural institutions as appropriate sites for fieldwork. In response to the new requirement, the social studies teacher certification program at Temple University in Philadelphia was revised to include a requirement that pre-service history teachers complete the fieldwork for their two required methodology courses at a cultural institution including a museum, archive, or historic site. Titled the *Cultural Fieldwork Initiative* (CFI), this collaboration between Temple University's College of Education and the National Archives at Philadelphia has become a large-scale urban educational program that seeks to provide pre-service teachers with experiences with history and education in non-traditional classroom settings. We believe, as Linda Sargent Wood argues, "history teacher preparation programs should make the historical process transparent, require candidates to do history in order to build their own historical skills,

and equip candidates with tools to facilitate classroom practice of the historical craft.”¹ The CFI embodies this ethos.

Since 2011, undergraduate and graduate pre-service history teachers have been placed at nearly twenty-five Philadelphia-area cultural institutions each year. The pre-service teachers’ placements were originally intended to support National History Day activities for School District of Philadelphia students. However, because of the large number and variety of cultural institutions involved in this urban setting, not all of the Temple pre-service teachers end up working on NHD-related activities, such as mentoring students who visit the archives and identifying collections that are related to that year’s theme.² The majority of students undertake a variety of historical research and curriculum-development projects, each suited to the particular needs of the cultural institutions.

While the pre-service teachers’ experiences vary across sites, each placement allows for the application of historical research skills in the context of thinking about how to transfer history learning to teachers and students in the classroom setting. In the process, the pre-service teachers not only learn to think like historians, but also begin to develop the pedagogical content knowledge³ necessary to think like teachers as they consider primary and secondary sources within the framework of National History Day, local curriculum, state standards, and the Common Core. At its best, the potential exists for pre-service teachers to develop a robust understanding of the pedagogical nature of history texts themselves, such as primary source documents and cultural sites, which are often viewed simply as neutral conveyors of knowledge.⁴

Until now, however, very few researchers have gathered data relating the potentials of cultural institutions as sites of training for pre-service teachers.⁵ While there have been initiatives to support history teachers’ professional development at museums, archives, and historic sites, there were no systematic assessments of just what pre- and in-service teachers are learning in these places. Likewise, with Temple University’s pre-service placements at cultural institutions, to date, only annual surveys of student and institutional attitudes had been administered, which meant no systematic assessment of program outcomes had been undertaken. The student attitudinal assessment had taken place through the end-of-semester course evaluations, and related to students’ satisfaction with such factors as the clarity of

the educational objectives of the field placement, the usefulness of feedback on course assessments, and the overall quality of instruction. Likewise, the cultural institution partners had filled out surveys at the end of each of the three years the program has been in operation.

This article is an exploratory investigation into the impact of participation in the CFI on education students' professional practices including curriculum design, lesson planning, and using community resources. It is also a first step towards addressing the lack of empirical studies of teacher education at cultural institutions more generally. Through an analysis of students' lesson plans before and after the Fall 2013 semester, as well as an analysis of students' reflective journal entries, we argue that pre-service teachers who participate in the CFI tend to use primary sources in more structured and mediated ways and develop more inquiry-based lessons. We also suggest that the most important competency developed through the CFI involves bridging participants' two fields of study in their initial certification program: pedagogy and history. Participants in the CFI developed a fuller sense of the context of history and were encouraged to a greater extent to pursue similar pedagogical outcomes with their students than in their traditional coursework and field placements. In other words, by working at cultural institutions, pre-service teachers gained important skills and insights to teaching history and began to develop professional habits of mind.

Related Literature

There is little in the way of empirical data on the effectiveness or impact of site-based training for either pre-service or in-service history teachers. By comparison, researchers have collected and analyzed considerably more data about the laboratory experience for science teachers.⁶ Still, from this research, a picture is emerging on the potentials of such experiences for history teachers.

Museum and Site-Based Professional Development of In-Service Social Studies Teachers

Professional development for in-service history teachers most often occurs through partnerships with museums and historic sites.⁷ Much of the research on these types of experiences has been conducted

through Teaching American History (TAH) grants, a federally funded program operating from 2001 to 2012, though few of these studies have inquired specifically about the role of the partner institutions in program outcomes.⁸ TAH projects typically partnered local education agencies with teacher education programs, departments of history, and museums, with the goal of developing teachers' knowledge, understanding, and appreciation of American history. The extant literature on these grants is largely descriptive, and the conclusions researchers have drawn are not especially encouraging. An SRI International survey of TAH grant coordinators found that, while the majority of teachers engaged in TAH grants already had an academic background in U.S. history, most gained only content knowledge as a result of their participation, while analytical and interpretive skills went largely unaffected.⁹ More often than not, inquiry was not widespread during these professional development programs, while the museums and historical sites were seen as "free choice"¹⁰ learning environments, rather than sites where participants would engage in inquiry. The resulting impact was more akin to an enrichment of existing curricular resources with no significant impact on participants' thinking about history or the historical discipline.

Christine Baron explored teacher professional development and historical thinking through museum and historical site partnerships in one of the few studies conducted outside of a TAH project.¹¹ Fifteen participants from both elementary and high schools engaged in guided inquiry with documents relating to two historical sites. Baron's conclusions are considerably more informative than the literature generated through TAH grants; the inquiry model that framed the participants' movements through the sites, coupled with multiple visits, showed evidence of increased use of primary source documents in lesson planning and more complex understandings of historical thinking. The open-ended nature of the inquiry activity created spaces for the participants to think about the interpretative nature of historic sites, rather than the "field trip" experience described during TAH grants and many similar professional development experiences.¹²

Pre-Service Development in Museums and Historical Sites

While the literature examining the professional development of in-service history teachers is scattered and thin,¹³ there are fewer

studies on museum and historical site-based learning for pre-service history students. In part, this is because these experiences are virtually non-existent in pre-service programs,¹⁴ despite a 2010 call by the National Council for Accreditation of Teacher Education for teacher education programs to design laboratory experiences for pre-service teachers. Rather, pre-service history teachers tend to have site-based learning experiences through either their own visits to museums or during content-related coursework (such as courses in a history department). Even in their content-related coursework, pre-service history teachers are not likely to engage with historical content in active, interpretive ways, regurgitating dates and names, but rarely experiencing the historical method.¹⁵ As a result, pre-service history teachers are likely to conceive of historical documents as written truth, unable to construct arguments about the past.¹⁶ This understanding of history as a fact-collecting exercise will then be enacted in their classrooms, perpetuating this misunderstanding of the historical discipline.¹⁷ However, the potential exists for history teachers to experience an epistemological shift in their approach to history with exposure to the disciplinary techniques used by historians during their pre-service training.¹⁸

With this goal in mind, teacher educators have recently worked to define a site-based program or courses for their pre-service students.¹⁹ For example, Baron's "History Lab" course allows pre-service students the opportunity to develop skills at historical analysis and integrating those skills into their burgeoning teaching practice. Noting the challenging nature of creating a laboratory experience that correlates with historical methods, that historians are rarely solving problems in the tidy methodological fashion employed by scientists, Baron argues that the most important element of the History Lab is transfer.²⁰ Pre-service students must be able to develop skills in historical analysis in one historical site that can be applied to other sites. That is not to say the History Lab is content-free; rather, pre-service students are taught to ask questions about the interpretive presentation of content in a given site. These questions aim to assist students in developing pedagogical content knowledge useful in their own teaching, as well providing a method for further learning in other sites throughout their teaching careers.

The History Lab and the CFI, as described in this article, provide opportunities for pre-service history teachers to engage with

history content in ways often absent from their content coursework. Participants in these programs, working side-by-side with history practitioners in the field, are able to work with a variety of documents, formulate questions about the past, develop connections with local historical sites, and rethink their understanding of the historical discipline and its purposes in the history classroom.²¹ These programs also offer the added benefit of strengthening the connections between the universities housing the teacher education programs, local museum and historical sites, and the pre-service teachers.²²

More empirical data and analysis is required to corroborate these initial findings regarding museum and historical site collaborations with teacher education programs. In part, the dearth of scholarship on these initiatives is owed to the relatively small number of museum and historical site-based internship programs for history teachers at the pre-service level. The research suggests that such experiences are essential during pre-service education, regardless of certification area.²³ The troubling disparity between recognized best practices and actual practice makes the development of scholarship on in-service and pre-service history teacher training through museum and site-based experiences all the more critical.

Our Study

Program Background: The Cultural Fieldwork Initiative

Graduate students complete the CFI as part of a three-credit social studies pedagogy course they take, and undergraduates—double majors in history and education—register for a three-plus-one-credit (the plus-one is the fieldwork component) pedagogy course. The course for both undergraduates and graduates is one of two they must take. Early in the semester, a match night is held, at which the students meet the cultural institution representatives in a job fair of sorts. After match night, the archivists and museum educators submit their top three choices, and then the students are placed with cultural institutions. The number of placements at each site varies from one to six, depending on staffing and project needs, while most take only one pre-service teacher.

The pre-service teachers are expected to be at their placement site for three hours a week for ten weeks of a fourteen-week semester.

They may work part of that time at home, depending on the needs of the cultural institution. However, overall, the pre-service teachers spend the majority of their time working on-site. Fieldwork is monitored by the course instructors through field logs, written assignments, and by checking in with the regional coordinator of NHD Philadelphia, who is an Education Specialist at the National Archives at Philadelphia and the point person for the cultural institutions in the initiative.

The pedagogy course supports the fieldwork by focusing class assignments on the field experiences. The students, all pre-service teachers, begin the semester, before they are placed, by selecting a cultural institution to visit and write about, critiquing it through the eyes of an educator. They also write a paper on National History Day in which they are required to judge a past project and assess the judging form. Also, the instructors coach the pre-service teachers on teaching with primary sources in order to give them ideas for their work in the field. Course instructors check in regularly with the pre-service teachers and troubleshoot issues that might come up in the field. One of the main themes in the pedagogy course is to teach pre-service teachers to critique cultural institutions and not just treat them as neutral repositories of the past. We want the pre-service history teachers to learn that cultural institutions may embody one or more stances towards the presentation and consumption of history.²⁴

In 2013, fifty-five graduate and undergraduate students enrolled in three sections of the required social studies pedagogy course for the fall semester. All but six were placed at twenty-two cultural institutions.²⁵ All students were required to be at their placement site for three hours per week for eight weeks of a fourteen-week semester. Some students elected to work extra hours during the semester, while others stayed on after the semester ended to finish projects.

As in previous years, the undergraduate and graduate student placements were geared towards supporting National History Day activities for students in the School District of Philadelphia, as well as in local parochial and private schools. Temple pre-service teachers mentored high school students who visited the cultural institutions and helped them conduct original historical research. Moreover, because of the large number and variety of cultural institutions involved in the CFI, Temple pre-service teachers also undertook a variety of historical research and curriculum development projects unrelated to NHD, each suited to the particular needs of the cultural institutions.

Therefore, while the pre-service teachers' experiences varied across sites, each placement allowed for the application of historical research skills in the context of thinking about how to transfer history learning and methodology to teachers and students in the classroom setting. In the process, the pre-service teachers not only applied what they had learned in their Temple history and education courses as far as learning to think like historians, but also began to develop the pedagogical content knowledge necessary to think like teachers, who must teach higher-level thinking and analytical methods, as they consider primary and secondary sources within the framework of National History Day, local curriculum, state standards, and the Common Core.

Data Collection: Description and Implementation

The data collected for this article are the students' field logs and lesson plans from the Fall 2013 semester. Students in each of the three sections of the social studies methods courses (one graduate section and two undergraduate sections) were asked their permission to participate in the assessment of the CFI. Of the fifty-five students registered, forty-two agreed to have their field logs and lesson plans analyzed. The lesson plans were not a required feature of the course, but rather a tool in this study that the students completed on a voluntary basis. Only twenty-nine submitted their lessons and field logs, thereby agreeing to be full participants.²⁶ Therefore, this assessment analyzes the lessons and field logs for twenty-nine graduate and undergraduate students placed at Philadelphia-area cultural institutions during the Fall 2013 semester.

We analyzed two lesson plans per student, as well as student field logs (eight entries per student; one for each week of the fieldwork). Each student prepared two lesson plans. The first was submitted at the third week of the fourteen-week semester, before the students began their cultural institution fieldwork; the second was submitted at the end of the semester, at week fourteen. The first lesson plan was intended to serve as a baseline to capture students' thinking about teaching with primary sources and organizing instruction. The second lesson plan was intended to reflect students' growth over the course of the semester in working with primary source documents and developing lessons.

We analyzed and coded the lessons according to the following three criteria:

1. Did the lesson use **primary sources** and, if so, what types (e.g., photographs, letters, artwork, official documents)? How were the primary sources used in the lesson (e.g., students searched for their own online; the primary sources were selected and instruction was to be mediated by the teacher)?
2. Was the lesson type **demonstration or inquiry**? A demonstration lesson is one that is teacher-centered, while the students tend to be passive. In an inquiry lesson, students construct understandings of history by participating in an iterative process. Inquiry teaching is more student-centered, and involves the sourcing and contextualization of primary source documents.²⁷
3. What levels of **Bloom's Taxonomy** are most prevalent in the designed lesson? Bloom's Taxonomy is a classification scheme of educational approaches. Bloom's Taxonomy is a widely accepted measurement tool in education research, particularly with regards to lesson planning. It is arranged hierarchically, from lower-level to higher-level learning. The six levels in ascending order of complexity are knowledge, comprehension, application, analysis, synthesis, and evaluation. This study used the traditional taxonomy because of its usefulness for assessing pre-service teacher learning. It is a scale that is deeply embedded in teacher education and maps easily onto the language that teachers are taught and use when creating lesson plans. In addition, researchers and theorists of K-12 education have long lamented the prevalence of history lessons that hover around the lower end of Bloom's Taxonomy.²⁸ As such, we have coded lessons for their placement on Bloom's Taxonomy and observed growth when students' first and second lesson plans progressed from the lower to the higher ends.

The other source of data, the field logs, are a requirement of the CFI. Each student kept a weekly log in which he or she reflected on three key questions—or lenses for considering the visits—related to their placements. The questions the students were to address were:

1. What are the opportunities that students have for analysis of primary sources (art, artifacts, etc.) at this cultural institution?
2. How would you bring what you learned this week into your classroom?
3. How is this fieldwork experience beneficial to your teaching practice?

We used the field logs to understand the pre-service teachers' thinking about teaching with primary sources and other instructional choices in the lesson plans they wrote. The field logs were also useful in helping us chart growth over time, over the course of the semester. We analyzed the lessons and log entries together to help us understand our research questions on the growth in pre-service teachers' thinking about the benefits of cultural institutions in teaching history.

We sought to understand: 1) whether fieldwork at cultural institutions enhances pre-service teachers' use of primary sources in developing history lessons, and 2) how pre-service teachers make meaning out of their fieldwork experiences at cultural institutions. We acknowledge the clear limitations in this research design. For example, we have not controlled for influences outside the CFI that may have impacted student growth. We have also not sought to describe those elements of the CFI placements that may have contributed to students' growth or regression. Rather, this article, being the first in our research on the CFI, is meant to be exploratory. That is, we anecdotally observed growth in the work of students who completed the CFI as compared to the work of students who completed this teacher preparation program prior to the inception of the CFI. We designed and implemented the study at the heart of this article to test our anecdotal observations. The findings gleaned from the data comprise the majority of the discussion in the next section.

What We Learned

The majority of the lessons designed by the pre-service teachers that participated in the Cultural Fieldwork Initiative in Fall 2013 show moderate with some strong growth across the three criteria: developing lessons using primary sources, designing inquiry instead of demonstration lessons, and teaching toward higher levels of Bloom's Taxonomy. Of the twenty-nine students whose lessons were analyzed, eleven showed strong growth, sixteen showed moderate growth, and two displayed no/low growth (see **Figure 1**). In other words, the majority of students grew in one area. Strong growth was defined as meeting at least two of the following criteria (see list below); moderate growth was defined as meeting one of the three criteria; and low or no growth was defined as unchanged or decreased

	Undergraduates	Graduates
Strong growth	9	2
Moderate growth	12	4
No/low growth	2	0
Total	23	6

Figure 1: Growth of CFI participants in developing lessons.

in level of criteria. Therefore, a student could be considered strong or weak to begin with and demonstrate no growth.

- First lesson had no primary sources, or students were expected to locate them and/or read them without mediation. Second lesson developed mediated experience for students' use of primary sources; primary sources were selected by the teacher, who organized instruction around the primary sources to help students with Wineburg's heuristics for interpreting a primary source (e.g., sourcing, corroboration, contextualization).
- First lesson was demonstration; second lesson was inquiry-based.
- The pre-service teacher incorporated a higher level of Bloom's Taxonomy in lesson development from the first to the second lesson.

The six graduate students in this study demonstrated less of an increase in growth than the undergraduates, because their first lessons were generally strong to begin with. In other words, because graduate students' first lessons tended to be skillfully conceptualized and well-developed, growth was moderate compared to the second lessons, with only one of the criteria being met. Of the four graduate students in this study, four showed moderate growth and two demonstrated strong growth in lesson planning. In the discussion that follows, we examine in more detail the growth according to each of the three criteria: whether primary sources were incorporated into the lessons; whether the lesson was demonstration or inquiry; and what levels of Bloom's Taxonomy were employed.

The vast majority of students incorporated the use of primary sources in their first and second lesson plans, although the frequency increased from first to second lesson. Of the twenty-nine students in this study, twenty-three designed lessons with primary sources in the first lesson and all but one designed lessons with primary

sources for the second plan. The growth in the second criterion was also striking. In the first lesson, only six were inquiry-oriented. By the second lesson, that number had increased to twenty-six, or nearly all lessons being based on inquiry. The third criterion reveals students' widespread growth against Bloom's Taxonomy in the first lesson; twenty students made use of one or more of the three more sophisticated levels (analysis, synthesis, and evaluation). This number increased to twenty-seven in the second lesson. A close examination of the lesson plans by two students, one graduate-level and one undergraduate-level, reveals the ways in which students demonstrated growth while completing the CFI fieldwork.

Lesson Plans: Developing an Inquiry Approach

Lillian, a graduate student²⁹ with a bachelor's degree in art history, serves as an example of moderate growth described in the previous section. Because of her academic background, she was placed at the Philadelphia Museum of Art. Her first lesson, which was designed to cover two or three days of instruction, was on the women's rights movement. Lillian used a variety of primary sources, including print sources and art. The major print sources in the lesson were the Declaration of Sentiments (1848) and the Equal Rights Amendment of 1972. Lillian selected a variety of works of art to illustrate the lesson's goals of helping students understand the major changes in women's rights since the colonial era. They included an eighteenth-century sampler and twentieth-century sculpture by a woman artist (*Mother and Child* by Elizabeth Catlett, 1954). While Lillian's lesson was designed to have students analyze primary sources, it was nonetheless a demonstration lesson. The primary sources were used to guide Lillian's lecture on women's rights and to prompt students to ask questions and discuss changes over time. At the end of the lesson, the students are given a writing assignment to reflect on the efficacy of the Declaration of Sentiments.

Lillian's second lesson, submitted later in the semester after having worked at the Wachovia Education Resource Center of the Philadelphia Museum of Art (PMA), shows growth in her use of primary sources to guide students through an inquiry-based lesson. Moreover, it reveals the influence of her working at the PMA under the tutelage of her supervisor, the director of the education resource

center. Lillian's lesson drew on the exhibit that was featured at the museum, *Léger: Modern Art and the Metropolis*, which was inspired by Fernand Léger's painting, *The City*.

This second lesson guides students through a series of images, photographs, and paintings to investigate the transformation of Paris over time. After analyzing the images and listening to a mini-lecture on the redesign of Paris under Napoleon, students are to be guided through an analysis of two newspaper articles about the city from 1890 and 1903. Then, Lillian designed a group project for which the students would research a major European city and the changes it experienced in the nineteenth century. Lillian's second lesson highlighted student inquiry, made use of resources at her cultural institution, and employed the higher levels of Bloom's Taxonomy (analysis, synthesis, and evaluation). This lesson draws on the questions raised by the museum exhibit, which Lillian incorporated into her lesson. These questions include:

- What political transformations have we witnessed in the nineteenth century?
- What were the political and economic impacts of these events?
- What does "culture" mean? How has our definition of culture grown/changed over the course of the year? How do we analyze culture?

There was greater growth in the lessons of the typical undergraduate student, of which twenty-three participated in this study, as compared to graduate students. Of the twenty-three undergraduates, fourteen showed minor growth, seven demonstrated moderate growth, one remained the same, and one undergraduate regressed in lesson design. Growth appeared in terms of the sophistication of working with primary sources (teaching with primary sources is a scaffolded, mediated experience); lesson development (e.g., inquiry instead of demonstration lessons); and in thinking about how to best make use of resources of cultural institution in teaching social studies (e.g., locating primary sources to use; visiting the site on a field trip). The lone student who regressed composed a lesson that utilized her cultural institution, but utilized the lower levels of Bloom's Taxonomy to support demonstration activities.

Joseph's experience is an example of moderate growth of an undergraduate. He was placed at the Special Collections Resources

Center at Temple University under its director. Joseph's first lesson, on the Civil Rights Movement, does not make use of any primary sources and is largely a demonstration lesson that relies on the lower levels of Bloom's Taxonomy. The lesson begins with a lecture on white fear of race mixing and miscegenation, which is followed by having the students read a secondary source excerpt from David Oshinsky's book, *Worse than Slavery*, on Emmett Till and attempts by black students to integrate universities in Mississippi.³⁰ The first lesson concludes with a teacher-led discussion of the secondary reading, covering the following questions:

- Why was Emmett Till killed? What does this have to say about the fears of white southerners?
- What does the make-up of the jury (all white males) have to say about the judicial system in the South at this time? Could African Americans expect to find justice under this system?
- How would restricting African Americans' access to higher education allow the continuation of the racial caste system?
- What instances of intimidation did you see in the reading? How was this intimidation implemented?
- If state officials were openly hostile to African Americans at this time, who could African Americans expect help from, if anyone?

These questions are fairly close-ended and ask students to draw on the lower levels of Bloom's Taxonomy, such as knowledge and comprehension.

Joseph's second lesson was much stronger than the first in terms of using primary sources, focusing on student inquiry, and drawing on the higher levels of Bloom's Taxonomy. Reflecting the influence of working at Temple's Special Collections Resources Center, the topic for Joseph's second lesson, the Kensington Riots in Philadelphia, was chosen by the mentor because it is a part of the collections she wants to highlight, and it is part of the ongoing project that previous interns have worked on, titled *Civil Rights in a Northern City* (available at <<http://northerncity.library.temple.edu/>>). Joseph's second lesson uses several documents from the Urban Archives collection, organized into what he calls "work stations." After a mini-lecture on the Philadelphia riots, groups of students are to move through each of the centers and source, contextualize, and finally interpret each document.³¹ After fully analyzing each document at the stations,

the students present their interpretations of what emerged when reading across the documents. The lesson concludes with a writing assignment, which Joseph describes as follows:

Students will be instructed to write a one-page paper (single-spaced) about the day's activities. Students will write about the importance of identifying the author of a document as well as when it was written, and how this might help the student identify a certain bias or agenda. Students must also note how their understanding of primary documents has changed, and how they would use primary documents to gain a better understanding of a historical event that a textbook or other secondary source could not facilitate.

In the second lesson, Joseph demonstrates greater sophistication in developing an inquiry-based lesson using primary sources, and his lesson uses analysis and evaluation from Bloom's Taxonomy.

Joseph's example is reflective of the other students in this study. The strongest area of growth in the lessons was in being more deliberate when designing lessons with primary sources. Whereas many of the first lessons had secondary students search for their own primary sources on the Internet, many of the second lessons had pre-selected primary sources to illustrate a historical theme or episode, and the lessons were designed more expertly to scaffold students' learning and mediate the experience of learning history from primary sources. The mediated experiences involved more careful and direct guidance in helping secondary students read documents, source them, contextualize them, and even included using art and images as primary sources.

Field Logs: Growing as Professionals

While an analysis of the lesson plans illustrates growth in the sophistication of designing curricula using primary sources, the field logs underscore an additional finding of what pre-service teachers learned in the CFI. The field logs of students whose lessons demonstrated the type of growth described above revealed that context in teacher training certainly matters. That is to say, students remarked on professional development that was hitherto unavailable to them in either their coursework or school-based field placements. For example, Mark, an intern at the African American Museum of Philadelphia, wrote in one field log, “[The CFI] has taught me the

value in researching the place where items come from. This can help me to understand any biases that might exist in collections, as well as finding different lenses to look at items based on where they came from.” Mark’s reflections tended to focus a great deal on the history of primary sources themselves—what collections they existed in before coming to the African American Museum and why the particular items at this institution were saved in the first place. Mark’s task was to help catalogue the items that would end up in the Civic Center Collection at the museum. Reflecting on a conversation he had with the head of curatorial services, Mark began to rethink the subjective narrative museum collections convey in the choice of which items to display and which to hide in storage.³²

Other students expressed ways in which the CFI provided them with novel experiences researching history, and expanded or shifted their approach to the pedagogical nature of their content. Joseph, an intern at the Special Collections Resource Center at Temple University was in awe of the amount of primary source material available to him at the SCRC, and believed that, as a history major, these resources would have been invaluable to his growth as a young historian. He wrote that the SCRC “provides an unbelievable amount of primary sources for students. I wish that I had been aware of the SCRC earlier in my college career, since it makes a lot of raw historical data easily available.” This insight suggests that Joseph’s traditional content courses provided him with limited opportunities to engage with the sources using the historical method.³³ However, Joseph’s experiences working within the CFI helped him bridge the persistent gap between pedagogy and content courses common in teacher education programs at colleges and universities.³⁴ Similarly, Alison, an intern at the National Museum of American Jewish History, hinted at a changing understanding of the work of historians: “This teaching is engaging and encourages the development of critical thinking by allowing the student to play the role of a historical detective.” Later in the semester, she continued this line of reflection thusly: “When you give [your students] a chance to interpret the artifact, they becoming engaged in the lesson in a way that encourages them to think critically, develop empathy, and make connections.” These statements are reminiscent of the research on what happens when students have similar opportunities to engage in historical reasoning: they enjoy the learning activities and develop a

deeper sense of historical context when reading sources.³⁵ Joseph's and Alison's reflections suggest the CFI has helped them cross the "great divide" from achieving deep content understanding to bringing active historical inquiry into the classroom, an outcome that is rarely achieved in either university-level history courses or social studies methods courses.³⁶

We believe that examining a series of field logs by one student throughout the entire CFI experience is especially instructive in demonstrating the ways interns benefited from the environment created by the CFI. The field log of Tyrone, a graduate student, reveals the arc of his coming to understand the importance of teaching with primary sources through his exposure to multiple, overlapping communities at his placement at the historic site, Cliveden, located in Philadelphia's Germantown neighborhood. Built in 1767, Cliveden is one of the nation's "best-documented and least-altered colonial houses," as described by the city's website (<<http://www.cliveden.org/touring-the-museum>>). Tyrone was at the end of the graduate certification program, and the CFI and pedagogy course were the last requirements he had before student teaching. He excelled in his other courses and studied inquiry methods in social studies and the importance of teaching with primary sources in the other pedagogy course. In the first entry in his CFI field log, Tyrone was honest about the potential he saw at his placement: "Cliveden does not overflow with interesting artifacts, displays, or hands on experiences." By his second week at the historic site, though, he acknowledged that "there is no denying that Cliveden has a plethora of relevant and teachable primary sources on hand. However, the matter of access may need to be addressed."

We noted a transformation in Tyrone's fourth week, as he began to take on a leadership role in the field: "In my most recent meeting with the staff at Cliveden, I suggested that we could perhaps make a better effort to maximize the usefulness of the primary sources that they possess." With staff approval, for the remainder of his fieldwork, Tyrone selected primary sources that could be used in secondary history classrooms and developed lessons around them. One lesson involved studying census records and having students create a Facebook page for a nineteenth-century person from the census. Another lesson had students working with a treaty signed by members of Cliveden's Chew family and Native Americans.

Contrasting with his first week's thoughts, Tyrone concluded his field log with the following reflection:

Developing these plans has been extremely helpful to me as a teacher-in-training. The practice continues to teach me to look at primary source documents of all types and to immediately think of learning opportunities.

The field logs of the other students who participated in the CFI reveal similar growth patterns. Tyrone is particularly insightful in observing toward the end of the semester that he was growing in an area that is important for pre-service and new teachers—the development of a network or a community of learners. He reflected, “As I’ve mentioned in a previous post, I am also learning to work as part of a professional educational team, something I have yet to do in my working life. This is another benefit I’ve gained through my experience at Cliveden. I will bring these skills with me into my teaching career, ultimately hoping that they positively affect my success in and out of the classroom.” Tyrone’s experience illustrates what Marilyn Cochran-Smith argues is important for beginning teachers’ development—the involvement in multiple, overlapping communities that “foster teacher learning over the lifespan and link practitioners with larger social and school change efforts.”³⁷ While Cochran-Smith does not specifically suggest that the preparation of history teachers should involve the community of cultural institutions, this research suggests that cultural institutions offer important community contacts for new and experienced history teachers.

Conclusion

This article has focused on two particular gains for pre-service history teachers. The first gain is that pre-service teachers who are placed at cultural institutions as part of their teaching preparation became more sophisticated in the ways they thought about organizing lessons around instructional goals using primary sources. Students who demonstrated moderate growth, who comprise the majority in this study, overwhelmingly wrote two lessons that were inquiry-based and made use of primary sources. However, whereas many of the first lessons had secondary students search for their own primary sources on the Internet, many of the second lessons had selected primary sources to illustrate an historical theme or episode, and the

lessons were designed more expertly to scaffold students' learning and mediate the experience of learning history from primary sources. The mediated experiences involved more careful and direct guidance in helping students read documents, source them, contextualize them, and even included using art and images as primary sources.

The second finding is that the place where pre-service history teachers conduct their fieldwork matters. This might seem like an obvious point to make, but given the likelihood that pre-service history teachers will conduct their field placements exclusively in schools and not in cultural institutions,³⁸ this finding holds important implications for the design and implementation of initial certification programs. Fieldwork at cultural institutions, such as the program analyzed in this article, has the potential to promote growth in pre-service teachers' thinking about teaching engaging history. The work students completed in their cultural institution placements helped them bridge the divide between disciplinary knowledge and pedagogical applications that tend to exist for pre-service and novice teachers.³⁹ In addition, completing internships at museums, archives, and historic sites allowed for pre-service history teachers to engage with educational communities outside of schools. As interns in the CFI, students were not just observing teachers at work with students, but were actively engaged in historical and pedagogical practices outside the traditional classroom setting. As a result, students became members of multiple, overlapping communities,⁴⁰ gaining disciplinary knowledge and links to the larger educational community in the Philadelphia area.

Of course, our work here is not complete. We now have a much better sense for the outcomes related to pre-service teachers' fieldwork at cultural institutions; however we have much data to unearth regarding the process of achieving these outcomes, given the diversity of experiences interns are likely to have across the spectrum of cultural institutions. Of particular interest to us are the specific mechanisms in museum, archive, and cultural institution placements that contribute to the successes of the CFI. The central findings of this article, that participating in this type of fieldwork results in the development of planning skills and conceptual shifts in approaches to teaching history, point towards the crucial role of site-based mentors in this program. We currently have no data linking these outcomes to the types of mentorship experienced at cultural institution sites.

Learning more about this important mechanism in the CFI would benefit not only our program, but also the research on professional development for history teachers more broadly.

Notes

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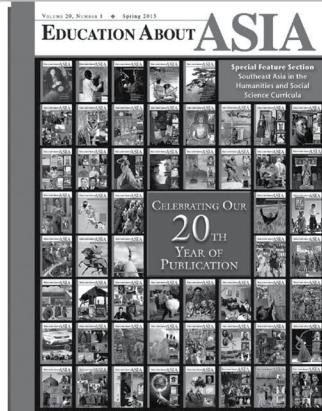


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