



# Universal Design for Learning with Primary Sources

*Educators with no foundational training in teaching inquiry with primary sources from the Library of Congress may wish to begin with the Inquiry with Primary Sources TPS micro-credential prior to completing this one.*

## Competency

Educator uses Universal Design for Learning (UDL) with primary sources to provide multiple means of engagement, representation of information, and opportunities for action and expression to increase universal accessibility of course content and skills.

## Key Method

Educator customizes and augments a primary source learning activity by employing UDL principles to increase universal accessibility.

## Method Components

### Universal Design for Learning

UDL is a framework developed by the [CAST](#) organization to plan learning that maximizes strengths of all learners, capitalizes on multiple neural networks involved in learning, and is designed with learner variation in mind from the outset. Multiplicity, variety, and choice are key features of Universal Design for Learning.



## Engagement

Recruiting interest and sparking excitement and curiosity for learning are *relational/emotional* parts of teaching and learning and closely connected to *focus and attention*. Methods to increase engagement include:

- **providing sets of varied sources** related to the activity topic to offer individual student choice and autonomy.
- **investigating questions and including sources with high personal relevance**, connection, and/or perceived value to increase student interest.
- **offering genuine inquiry that invites critique**, off-beat creativity and/or connection to topics outside the planned activity to draw in students.
- **offering support for mastery** through clear goals; practice with skills, tools, and vocabulary; and collaborative work groups—especially with primary sources that offer language challenges to students.
- **paying attention to threats to engagement**, such as distraction, discouragement, and stress.

## Representation

UDL principles call for information to be presented in varied ways, harnessing multiple perceptual systems. Representation covers sources of information (e.g., recorded speech, written text, diagrams, photographs, visual art, handling artifacts), and analysis tools and activities that promote students' representing information freshly for themselves (e.g., dramatizations, sorting and categorizing, comparing leveled translations with original text).

## Action and Expression

Physical engagement, whether through marking up a copy of a text or photo, sorting, dramatizing, or moving around a classroom and beyond, provides neurological assists to learning. Providing options for students to show what they know can improve assessment and result in a better understanding of student capabilities and learning. Primary sources can be used in both aspects of action and expression.

## Primary (and other) Sources

Primary sources, [as described by the Library of Congress](#), “are the raw materials of history” that historians, journalists, and people with an interest use as evidence to build a picture of what happened and *why*. By directly looking at primary as well as secondary sources, students can become authors of their own interpretations and can “see how the pudding is made” by tracing the underlying basis for what is summarized by others. Using multiple sources is a powerful tool in meeting the objectives of UDL.



## UDL Strategy Organizer

<b>REPRESENTATION</b> - Options for presenting content	<b>ENGAGEMENT</b> - Options for engaging student interest	<b>EXPRESSION</b> - Options for students to demonstrate learning	<b>SEL, SENSORY, etc.</b> - Options to minimize threat & excess, build connection & mastery
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read-aloud</li> <li><input type="checkbox"/> Artifacts</li> <li><input type="checkbox"/> Pictures</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Video clips</li> <li><input type="checkbox"/> Audio recordings</li> <li><input type="checkbox"/> Hands-on lab</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Story book</li> <li><input type="checkbox"/> Text excerpt</li> <li><input type="checkbox"/> Leveled translation</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Big issues</li> <li><input type="checkbox"/> Student questions</li> <li><input type="checkbox"/> Cooperative work</li> <li><input type="checkbox"/> Partner work</li> <li><input type="checkbox"/> Manipulatives</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> Role plays or simulations</li> <li><input type="checkbox"/> Other _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written response</li> <li><input type="checkbox"/> Illustrated response</li> <li><input type="checkbox"/> Oral response</li> <li><input type="checkbox"/> Recorded response</li> <li><input type="checkbox"/> Model creation or construction</li> <li><input type="checkbox"/> Student-made quiz</li> <li><input type="checkbox"/> Creative/symbolic response</li> <li><input type="checkbox"/> Quantitative/categorizing response</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p style="text-align: center;">Strategies for social and emotional climate, background info, etc.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student check in</li> <li><input type="checkbox"/> Teacher feedback</li> <li><input type="checkbox"/> Pre-practice</li> <li><input type="checkbox"/> Mastery practice</li> <li><input type="checkbox"/> Key vocabulary</li> <li><input type="checkbox"/> Class community building</li> <li><input type="checkbox"/> Other _____</li> </ul>

Adapted from Glenna Gustafson and Tamara Wallace, "Radford University Lesson Planning Template with UDL," 2010, as cited in Minarik and Littner, 2016, p. 45.

## Supporting Rationale and Research

Overview: CAST (2018). Universal Design for Learning Guidelines version 2.2. - Research Evidence. <https://udlguidelines.cast.org/more/research-evidence>. UDL-principle-specific research is linked to each numbered "checkpoint" in the UDL guidelines on the CAST site: <https://udlguidelines.cast.org/>

Al-Azawei, A., Serenelli, F., and Lundqvist, K. (2016) Universal Design for Learning (UDL): A Content Analysis of Peer Reviewed Journal Papers from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, Vol. 16, No. 3, June 2016, pp. 39-56. doi: 10.14434/josotl.v16i3.19295 <https://files.eric.ed.gov/fulltext/EJ1104867.pdf>

Flink, C., Boggiano, A. K., & Barrett, M. (1990). Controlling teaching strategies: Undermining children's self-determination and performance. *Journal of Personality and Social Psychology*, 59(5), 916-924. [https://selfdeterminationtheory.org/SDT/documents/1990\\_FlinkBoggianoBarrett\\_J\\_PSP.pdf](https://selfdeterminationtheory.org/SDT/documents/1990_FlinkBoggianoBarrett_J_PSP.pdf)



Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, 76(3), 349–366. <https://doi.org/10.1037/0022-3514.76.3.349>

Minarik, D., & Littner, T. (2016). *Social Studies and Exceptional Learners*. National Council for the Social Studies. <https://members.socialstudies.org/Scripts/4Disapi.dll/store/social-studies-and-exceptional-learners/1721/>

Roberts, S.L., VanDeusen-MacLeod, B. (2015). The Jigsaw Revisited: Common Core Social Studies and English Language Arts Integration Social Studies Research and Practice, Vol. 10, No. 2. <http://www.socstrpr.org/wp-content/uploads/2015/07/MS06599-Roberts-et-al.pdf>

Schulte, Paige L. *Social Studies in Motion: Learning with the Whole Person*. *Social Studies and the Young Learner* 17(4), pp. 13-16, 2005. National Council for the Social Studies. <https://www.socialstudies.org/sites/default/files/publications/yl/1704/170413.pdf>

*TPS Journal*, Vol. 2, No. 1, Winter 2009. Engaging All Learners with Primary Sources., [https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/ps\\_formats.pdf](https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/ps_formats.pdf)

*TPS Journal*, Vol. 4, No. 2, Fall 2011. Beyond Typescript and Photographs: Using Primary Sources in Different Formats. [https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/ps\\_formats.pdf](https://www.loc.gov/static/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/documents/ps_formats.pdf)

Twyman, T., & Tindal, G. (2006). Using a computer-adapted, conceptually based history text to increase comprehension and problem-solving skills of students with disabilities. *TAM Board Members*, 21(2), 5-16. <https://eric.ed.gov/?id=EJ767692>

Wineburg, Sam; Martin, Daisy. *Social Education*, Vol. 73, No. 5, pp. 212-216, September 2009. Tampering with History: Adapting Primary Sources for Struggling Readers. <https://www.socialstudies.org/social-education/73/5/tampering-history-adapting-primary-sources-struggling-readers>



# Resources

## Introduction to Universal Design for Learning

Posey, Allison. "How to break down barriers to learning with UDL."

<https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/how-to-break-down-barriers-to-learning-with-udl>

Choice. [includes video, Provide Choice 6:28 min:sec]. UDL: Supporting Diversity in BC [British Columbia] Schools (<http://udlresource.ca/>).

<http://udlresource.ca/2017/12/choice-3/>

Universal Design for Learning for Social Studies. Accessing Inquiry clearinghouse, EmergingAmerica.org.

<http://www.emergingamerica.org/accessing-inquiry/universal-design>

UDL Flowchart – Moving Beyond Choice by Katie Novak.

<https://www.novakeducation.com/blog/udl-flowchart-moving-beyond-choice>

Inclusive Practice Tool: Example [Educator's] Artifact List, Massachusetts Department of Elementary and Secondary Education.

<https://www.doe.mass.edu/eval/guidebook/5b-exartifacts.pdf>

## Engagement & Primary Sources

Using the Question Formulation Technique to Guide Primary Source Learning.

Ashley Melville & Andrew P. Minigan. EBSCO.

<https://www.ebsco.com/blogs/ebscopost/using-question-formulation-technique-guide-primary-source-learning>

Introduction to the Question Formulation Technique for Primary Source Learning (webcast, 56:42 minutes). <https://www.loc.gov/item/webcast-9199/>

How to Engage Students in Historical Thinking Using Everyday Objects, Edutopia.

<https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects>

Engaging Students with Inquiry Using Primary Sources, KnowledgeQuest: Journal of the American Association of School Librarians.

<https://knowledgequest.aasl.org/engaging-students-with-inquiry-using-primary-sources/>

Opinion and Responses: 'Students Need to DO History, Not Just Listen to It' Larry Ferlazzo — Education Week Classroom Q & A.



<https://www.edweek.org/teaching-learning/opinion-response-students-need-to-do-history-not-just-listen-to-it/2019/07>

10 Ways to Enrich Your Classroom with Primary Sources – Part 2, Teaching with the Library of Congress.

<https://blogs.loc.gov/teachers/2013/12/10-ways-to-enrich-your-classroom-with-primary-sources-part-2/>

## Representation & Primary Sources

Deciphering Primary Source Documents.

<https://teachinghistory.org/teaching-materials/ask-a-master-teacher/24270>

Engaging Students with Primary Sources - Smithsonian National Museum of American History.

<https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>

Why Reading Aloud to Middle School Students Works, Edutopia.

<https://www.edutopia.org/article/why-reading-aloud-middle-school-students-works>

## Action and Expression & Primary Sources

Putting Primary Sources in Order - Text Set and Flow Map, Emerging America.

<http://www.emergingamerica.org/teaching-resources/putting-primary-sources-order-text-set-and-flow-map>

Universal Design for Learning Strategy Organizer.

<https://docs.google.com/document/d/1DbJZVLcDzY93OfM105a8UuZCSrrsV3UExVTDzk7W2ho/edit?usp=sharing>

UDL Access-focused Primary Source Activity Template.

<https://docs.google.com/document/d/1qSw81cigpdP5VreG2f-otKGRtluuNWX6KnHJUUs9ww/view>

Peer Review Template for UDL Access-focused Primary Source Activity.

<https://docs.google.com/document/d/1bqcy2W3M08fUlbC90I2id5MmRWiTam5LZVvuFKmdF6A/view>

Analysis of UDL Access-focused Primary Source Activity.

<https://docs.google.com/document/d/1w9Bo92lRpKmYdZdyZxE6K8piTEEGIn04lABEFr4GfY/view>

## Primary Source Repositories

Library of Congress. <https://www.loc.gov/>



World Digital Library. <https://www.wdl.org/>

Chronicling America Historic Newspapers. <https://chroniclingamerica.loc.gov/>

American Archive of Public Broadcasting. <https://americanarchive.org/>

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## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.*

### Part 1. Overview

(400-800 words)

*Please copy and paste the following contextual prompts and questions into a document and respond to them without including any identifying information.*

1. List the grade(s) and subject(s) that you teach, along with general information about class composition.
2. Why did you choose to pursue the Universal Design for Learning with Primary Sources micro-credential, and what is your current level of comfort with the UDL framework?
3. By supporting multiple means of representation and engagement, teaching with primary sources is a way to increase universal access consistent with UDL principles. However, some primary sources can be difficult to understand (both because of the text and context). Describe any challenges you have had, or imagine you might have, using primary sources in ways that are accessible to all your students. In what ways could primary sources present potential barriers or inequality of access to your students?
4. Identify two or more examples of topics or activities in your existing curriculum where you will consider using UDL strategies to make primary source-based activities more accessible, and/or where using primary sources could support UDL lesson design. Explain why you chose those examples.

**Passing:** Responses provide reasonable and accurate information that address the UDL framework, working with primary sources to increase universal access, and



areas of instruction that could be enhanced through integration of primary source learning and UDL strategies.

## Part 2. Artifacts

To earn this micro-credential please submit the following **4** artifacts as evidence of your learning. *Please do not include any identifiable information.*

### **Artifact 1: UDL Strategy Organizer**

1. Identify the topic that your activity plan will support. Ensure that it is a topic for which you can readily locate the required primary sources from the Library of Congress or an affiliated repository (see Resources).
2. Focusing on the topic you identified, list at least 1 and in most cases 2-3 specific examples of each source, tool, or strategy in a copy of the [Universal Design for Learning Organizer Template](#). Create a menu with entries in each category that are customized to support your own curriculum.

(See rubric for specific requirements.)

Upload your completed organizer.

### **Artifact 2: UDL Access-focused Primary Source Activity**

1. Review a well-described inquiry activity that you previously used with students, ideally one that includes exploration with primary sources from the Library of Congress or an affiliated repository (see above). Review any notes or reflections on how the activity went, and/or samples of student work from the activity.
2. Consider how you can adapt the activity with enhancements drawn from UDL principles and a diverse set of sources, including primary sources. The activity should be relevant to the content you plan to teach soon, so you should adapt it to make it useful to your present needs.
3. As this is material you have taught previously, how would you teach it differently this time? Would you change any of the content? Do you want to address any unmet goals from the last time you taught it? Where can you insert primary sources?
4. Reflect on the opportunity to repeat previous activities to support skill development and deepen understanding. What will you repeat, and how will you support students in gaining greater skill/comfort/sense of accomplishment?
5. Review the menu in your organizer. Use this process as an opportunity to add to your repertoire things you do not ordinarily try with your class. Select





one or more modes of representation, elements of engagement, and options for expression to add to your existing activity plan. The plan should exemplify as many of the following features as possible within your constraints:

- **providing a set of varied sources** related to the activity topic to offer individual student choice and autonomy.
  - **investigating questions and including sources with high personal relevance**, connection, and/or perceived value to increase student interest.
  - **offering genuine inquiry that invites critique**, off-beat creativity, and/or connection to topics outside the planned activity to draw in students.
  - **offering support for mastery** through clear goals; practice with skills, tools, and vocabulary; and collaborative work groups to benefit all students—especially with primary sources that offer language challenges to modern-day students.
  - **paying attention to threats to engagement**, such as distraction, discouragement, and stress.
6. Make a copy of the [UDL Access-focused Primary Source Activity Template](#) and use it to re-write your activity to incorporate more modes of representation, engagement, and expression. Annotate each source for what it can contribute with respect to a) representation; b) engagement; c) how it can be a springboard for activity and expression (if applicable); and d) any factors relevant to UDL social-emotional-sensory dimensions.

(See rubric for specific requirements.)

Upload your completed UDL Access-focused Primary Source Activity.

### **Artifact 3: Activity Evidence**

If possible, implement your new UDL Access-focused Primary Source Activity with your students, and submit 4-6 examples of student work or a video of activity implementation (follow your district's privacy policies, procedures, and guidelines when recording video of students).

If activity implementation is not possible, identify 2 colleagues willing to complete a peer review of your activity plan. Provide each with a copy of your plan, along with a copy of the [Peer Review Template for UDL Access-focused Primary Source Activity](#). Be sure to point out any specific areas where you would like targeted feedback.

(See rubric for specific requirements.)



Combine each piece of evidence into one document for uploading.

*NOTE: To submit handwritten student work or completed peer reviews, simply take pictures of each piece of evidence and insert the files into a single document. To submit video evidence, load it to a shareable platform and enter the shareable link in a document along with a brief description of the evidence. Make sure that the video is not set to Private, as it will need to be accessed by members of our Assessment Team anonymously. If the video is set to require a password to access it, please include the password below the link in the document. Click the linked site names for step-by-step instructions on uploading and sharing a video on [YouTube](#) or [DropBox](#).*

**Artifact 4: Activity Analysis**

After reviewing student work, lesson implementation video, or the peer reviews, next download or make a copy of the [Analysis of UDL Access-focused Primary Source Activity](#) and use it to discuss what the process was like for you to teach or receive feedback, and how you'll modify your lesson plan as a result.

(See rubric for specific requirements.)

Upload your completed lesson analysis.

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: UDL Strategy Organizer</b>	Organizer includes all of the following: <ul style="list-style-type: none"> <li>• an identified topic</li> <li>• at least 1 and in most cases 2-3 specific examples for each option for presenting content listed under <b>Representation</b></li> <li>• at least 1 and in most cases 2-3 specific examples</li> </ul>	Organizer includes most, but not all, of the following: <ul style="list-style-type: none"> <li>• an identified topic</li> <li>• at least 1 and in most cases 2-3 specific examples for each option for presenting content listed under <b>Representation</b></li> </ul>	Organizer includes some of the following: <ul style="list-style-type: none"> <li>• an identified topic</li> <li>• at least 1 and in most cases 2-3 specific examples for each option for presenting content listed under <b>Representation</b></li> </ul>



	<p>for each option for engaging student interest listed under <b>Engagement</b></p> <ul style="list-style-type: none"> <li>• at least 1 and in most cases 2-3 specific examples for each option for demonstrating student learning listed under <b>Expression</b></li> <li>• at least 1 and in most cases 2-3 specific examples for each option to minimize threat &amp; excess or build connection &amp; mastery listed under <b>SEL, Sensory, etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• at least 1 and in most cases 2-3 specific examples for each option for engaging student interest listed under <b>Engagement</b></li> <li>• at least 1 and in most cases 2-3 specific examples for each option for demonstrating student learning listed under <b>Expression</b></li> <li>• at least 1 and in most cases 2-3 specific examples for each option to minimize threat and excess or build connection and mastery listed under <b>SEL, Sensory, etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• at least 1 and in most cases 2-3 specific examples for each option for engaging student interest listed under <b>Engagement</b></li> <li>• at least 1 and in most cases 2-3 specific examples for each option for demonstrating student learning listed under <b>Expression</b></li> <li>• at least 1 and in most cases 2-3 specific examples for each option to minimize threat and excess or build connection and mastery listed under <b>SEL, Sensory, etc.</b></li> </ul>
<p><b>Artifact 2: UDL Access-focused Primary Source Activity</b></p>	<p>Activity includes all of the following:</p> <ul style="list-style-type: none"> <li>• identification of activity topic</li> <li>• identification of target grade(s)</li> <li>• 30-100 word overview of the activity</li> <li>• identification of UDL strategies</li> </ul>	<p>Activity includes most, but not all, of the following:</p> <ul style="list-style-type: none"> <li>• identification of activity topic</li> <li>• identification of target grade(s)</li> <li>• 30-100 word overview of the activity</li> </ul>	<p>Activity includes some of the following:</p> <ul style="list-style-type: none"> <li>• identification of activity topic</li> <li>• identification of target grade(s)</li> <li>• 30-100 word overview of the activity</li> </ul>



	<p>used in the activity</p> <ul style="list-style-type: none"> <li>• description of activity flow</li> <li>• identification of steps to build a climate of confidence for all students</li> <li>• if applicable, identification of steps to approach sensitive or controversial issues presented by content</li> <li>• if applicable, description of excerpts and/or leveled modifications of written sources</li> <li>• annotated citations and thumbnail images of at least 3 sources with at least 1, if not all, from the Library of Congress or an affiliated repository</li> <li>• if applicable, listing of other sources (secondary or literary) and materials used</li> </ul>	<ul style="list-style-type: none"> <li>• identification of UDL strategies used in the activity</li> <li>• description of activity flow</li> <li>• identification of steps to build a climate of confidence for all students</li> <li>• if applicable, identification of steps to approach sensitive or controversial issues presented by content</li> <li>• if applicable, description of excerpts and/or leveled modifications of written sources</li> <li>• annotated citations and thumbnail images of at least 3 sources with at least 1, if not all, from the Library of Congress or an affiliated repository</li> <li>• if applicable, listing of other sources (secondary or</li> </ul>	<ul style="list-style-type: none"> <li>• identification of UDL strategies used in the activity</li> <li>• description of activity flow</li> <li>• identification of steps to build a climate of confidence for all students</li> <li>• if applicable, identification of steps to approach sensitive or controversial issues presented by content</li> <li>• if applicable, description of excerpts and/or leveled modifications of written sources</li> <li>• annotated citations and thumbnail images of at least 3 sources with at least 1, if not all, from the Library of Congress or an affiliated repository</li> <li>• if applicable, listing of other sources (secondary or</li> </ul>
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		literary) and materials used	literary) and materials used
<b>Artifact 3: Activity Evidence</b>	Activity evidence includes 1 of the following 3 options: <ul style="list-style-type: none"> <li>• 4-6 examples of student work with primary sources, at least 1 for each primary source used</li> <li>• video of activity implementation</li> <li>• 2 completed peer feedback reviews</li> </ul>	Activity evidence includes 1 of the following 3 options: <ul style="list-style-type: none"> <li>• 3-4 examples of student work with primary sources, at least 1 for each primary source used</li> <li>• video of activity implementation</li> <li>• 2 completed peer feedback reviews</li> </ul>	Activity evidence includes 1 of the following 3 options: <ul style="list-style-type: none"> <li>• 1-2 examples of student work with primary sources</li> <li>• video of portion of activity implementation</li> <li>• 1 completed peer feedback review</li> </ul>
<b>Artifact 4: Activity Analysis</b>	Activity analysis (400-800 words) includes all of the following: <ul style="list-style-type: none"> <li>• function/impact of UDL strategies</li> <li>• function/impact of the selected primary sources in achieving UDL goals</li> <li>• key takeaways from student work or peer feedback</li> <li>• changes or adjustments for the future</li> </ul>	Activity Analysis (400-800 words) includes most, but not all, all of the following: <ul style="list-style-type: none"> <li>• function/impact of UDL strategies</li> <li>• function/impact of the selected primary sources in achieving UDL goals</li> <li>• key takeaways from student work or peer feedback</li> <li>• changes or adjustments for the future</li> </ul>	Activity analysis (400-800 words) includes some of the following: <ul style="list-style-type: none"> <li>• function/impact of UDL strategies</li> <li>• function/impact of the selected primary sources in achieving UDL goals</li> <li>• key takeaways from student work or peer feedback</li> <li>• changes or adjustments for the future</li> </ul>



## Part 3 Reflection

(300-600 words)

*Please copy and paste the following reflective prompts and questions into a document and respond to them without including any identifying information.*

Consider how your understanding of using Universal Design for Learning principles and strategies with primary sources has evolved. If it helps to organize your thoughts, try using the sentence stem, “I used to think.... Now I think....” Then address the following:

1. Describe insights you gained from adapting an existing activity to increase the variety of types of engagement and information representation, and expression of how students could show learning.
2. How can you improve the accessibility of other lessons using primary sources in the future?
3. Create a persuasive “elevator pitch” that you could use to talk to a school administrator or a group of colleagues about planning for broad student engagement and participation using the UDL framework in conjunction with primary sources from the Library of Congress.

**Passing:** Reflection provides evidence that this micro-credential has had a positive impact on both educator practice and student success, specific actionable steps as to how the educator will continue to build on this competency, and steps to advocate for the efficacy and value of learning with primary sources and Universal Design for Learning.

## Credits

This micro-credential was developed with content and expertise from Emerging America as part of the Collaborative for Educational Services Library of Congress TPS program grant and in collaboration with TPS Consortium member Citizen U, Barat Education Foundation.

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