Out of the Archives and into the Streets: Teaching with Primary Sources to Cultivate Civic Engagement

Jen Hoyer
Brooklyn Public Library, jchoyer@gmail.com

Out of the Archives and into the Streets: Teaching with Primary Sources to Cultivate Civic Engagement

Cover Page Footnote

Out of the Archives and into the Streets: Teaching with Primary Sources to Cultivate Civic Engagement

Many archivists, librarians, and educators have leapt into the arena of using primary sources in the classroom to serve wide-ranging strategies and goals. This case study seeks to answer the question: can teaching with primary sources cultivate civic engagement? If so, can it help close the civic empowerment gap that exists among young people today as a result of socioeconomic disparities, and, if this is the case, what possibilities exist for further implementation and development of such work? Through a narrative case study of Brooklyn Connections, an educational outreach program in Brooklyn Public Library's special collections and archives (the Brooklyn Collection) that focuses on teaching with primary sources in the context of a local history-based partnership with under-resourced public K–12 schools, I undertake a thorough examination of whether civic engagement through teaching with primary sources is possible and worth pursuing further.

Context: Civic Engagement and the Civic Empowerment Gap

In order to understand the context for this investigation into whether teaching with primary sources can cultivate civic engagement and what impact it could have, an orientation to the concepts of civic engagement and civic empowerment is necessary, as is an understanding of how these concepts manifest among students today. At its core, civic engagement implies a sense of responsibility for community issues and for other members of one's community.[1] Sociologists speak of civic engagement as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference."[2] The concept of civic empowerment, in turn, speaks to the motivation for civic engagement.[3]

A civic empowerment gap exists in the United States today between non-white, immigrant, and low-income youth and their white and middle- to upper-class peers. This is reflected in their knowledge about history, politics, local issues, and current events; skills to analyze and communicate this knowledge; and the agency that comes from realizing one is capable of making a difference by acting on these issues and events.[4] Attitudes toward civic participation and the belief that one can make a difference in one's community show disproportionate correlation with socioeconomic status and race.[5] This is compounded by the fact that students (and their families)

---

[1] Michela Lenzi et al., "Neighborhood Social Connectedness and Adolescent Civic Engagement: An Integrative Model," *Journal of Environmental Psychology* 34 (June 1, 2013): 45, https://doi.org/10.1016/j.jenvp.2012.12.003.
[2] Thomas Ehrlich, *Civic Responsibility and Higher Education* (Phoenix: Oryx Press, 2000), vi.
[3] Parissa J. Ballard, Alison K. Cohen, and Joshua Littenberg-Tobias, "Action Civics for Promoting Civic Development: Main Effects of Program Participation and Differences by Project Characteristics," *American Journal of Community Psychology* 58, nos. 3–4 (2016): 379, https://dx.doi.org/10.1002%2Fajcp.12103.
[4] Meira Levinson, "The Civic Empowerment Gap: Defining the Problem and Locating Solutions," in *Handbook of Research on Civic Engagement*, ed. Lonnie Sherrod, Judith Torney-Purta, and Constance A. Flanagan (Hoboken, NJ: John Wiley & Sons, 2010), 335; Ballard et al., "Action Civics," 378.
[5] Levinson, "The Civic Empowerment Gap," 341.

living in socioeconomically disadvantaged neighborhoods have fewer opportunities to access the knowledge outlined above, and fewer opportunities for civic engagement.[6]

This gap is a critical issue. Individuals who become civically engaged as young people note that this has provided them with access to scholarships, internship opportunities, and jobs.[7] Research has shown that civic engagement has positive developmental and identity-forming impacts for youth, including improved psychological and cognitive growth, development of support networks, and potential for social mobility.[8] Student activism and civic engagement cultivate leadership skills, communication strategies, the ability to consider a variety of viewpoints, critical thinking, analysis, and creating inferences and arguments that are backed up with evidence.[9] These massive benefits from civic engagement in young people make the gap in civic empowerment loom even larger and compel us to look for solutions to this gap.

Several suggestions have been put forward for revising the K–12 curriculum in order to teach civic engagement. To address deficits in knowledge, skills, and student agency, content and instruction techniques can be revised. Content plays a crucial role: educators can build on civic knowledge and experience that students already possess, allowing students to connect historical information with their current local experience.[10] This content shift to focus on the community students are familiar with can also play a role in cultivating motivation for civic engagement, thereby helping to address the civic empowerment gap. Students benefit from increased knowledge of their community's identity and improved understanding of the role others have played historically in creating change within their communities. Chung and Probert explain that while negative perceptions of one's community will lead students to feel apathetic about civic engagement, "people who believe that they have the capacity to make a meaningful difference are often motivated to act."[11] The archives literature echoes this affective and identity-building impact of archival collections.[12] Methods of instruction for this content are also key: teachers can provide students with opportunities to construct meaning outside the traditional educational tool

---

[6] Levinson, "The Civic Empowerment Gap," 347; He Len Chung and Stephanie Probert, "Civic Engagement in Relation to Outcome Expectations among African American Young Adults," *Journal of Applied Developmental Psychology* 32 (2011): 228; Ballard et al., "Action Civics," 378.

[7] Tanja Kovačič and Pat Dolan, "The Relevance of Civic Engagement for Child and Youth Welfare: Lessons Learnt from Socialist and Post-Socialist Slovenia," in *The Routledge Handbook of Global Child Welfare*, ed. Pat Dolan and Nick Frost (London: Routledge, 2017), 131.

[8] Michela Lenzi et al., "How School Can Teach Civic Engagement besides Civic Education: The Role of Democratic School Climate," *American Journal of Community Psychology* 54, nos. 3–4 (December 2014): 251, https://doi.org/10.1007/s10464-014-9669-8; Chung and Probert, "Civic Engagement," 227; Lenzi et al., "Neighborhood Social Connectedness," 45; Shauna A. Morimoto and Lewis A. Friedland, "Cultivating Success: Youth Achievement, Capital and Civic Engagement in the Contemporary United States," *Sociological Perspectives* 56, no. 4 (2013): 524, https://doi.org/10.1525/sop.2013.56.4.523.

[9] J. Patrick Biddix, Patricia Ann Somers, and Joseph L. Polman, "Protest Reconsidered: Identifying Democratic and Civic Engagement Learning Outcomes," *Innovative Higher Education* 34, no. 3 (2009): 134, 140–43, https://doi.org/10.1007/s10755-009-9101-8; Johan Sandahl, "Being Engaged and Knowledgeable: Social Science Thinking Concepts and Students' Civic Engagement in Teaching on Globalisation," *Nordidactica: Journal of Humanities and Social Science Education* 1 (2013): 174.

[10] Meira Levinson, "Education as a Civic Right: Using Schools to Challenge the Civic Empowerment Gap," *Poverty and Race* 22, no. 3 (2013): 12; Levinson, "The Civic Empowerment Gap," 350.

[11] Chung and Probert, "Civic Engagement," 228, 33.

[12] Michelle Caswell, Marika Cifor, and Mario H. Ramirez, "'To Suddenly Discover Yourself Existing': Uncovering the Impact of Community Archives," *The American Archivist* 79, no. 1 (2016): 57.

of the textbook by engaging them with other sources of information, and should cultivate conversations about power dynamics and civic relationships in students' own communities.[13] Teacher-student interactions that democratize classroom relationships play a key role in improving motivation for civic engagement.[14]

Assessment tools for efforts to teach civic engagement and close the civic empowerment gap have emerged and are taken into account in this case study to analyze whether teaching with primary sources can cultivate civic engagement. The majority of such assessment tools rely on self-reported data from students.[15] Stolte, Isenbarger, and Cohen instead propose a set of protocols for assessing the impact of education for civic engagement through examination of lesson plans, reflection on knowledge and skills obtained by students, and observation of student engagement.[16] This observation-based framework for evaluating increases in knowledge, skills, and student engagement makes it possible to assess improvement in the exact areas noted above as needing growth in order to close the civic empowerment gap for non-white, immigrant, and low-income students.

Review of the Literature on Teaching with Primary Sources

Initiatives for teaching with primary sources across K–12 and undergraduate institutions have existed for decades; the National Archives and Records Administration began creating primary source–based resources for classroom educators as far back as the 1970s.[17] The majority of efforts to use archival materials in the classroom have been for the social sciences, with an emphasis on history at local, state, national, and international levels.[18] Beyond this, archives materials have been incorporated into instruction at various learning levels within natural sciences, geography, mathematics, technical communications, Native American studies,

---

[13] Dennis J. Barr et al., "A Randomized Controlled Trial of Professional Development for Interdisciplinary Civic Education: Impacts on Humanities Teachers and Their Students," *Teachers College Record* 117, no. 2 (2015): 35–36.

[14] Laurel Cadwallader Stolte, Molly Isenbarger, and Alison Klebanoff Cohen, "Measuring Civic Engagement Processes and Youth Civic Empowerment in the Classroom: The CIVVICS Observation Tool," *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas* 87, no. 1 (2014): 45, https://doi.org/10.1080/00098655.2013.842531.

[15] Ballard et al., "Action Civics," 380.

[16] Stolte, Isenbarger, and Cohen, "Measuring Civic Engagement Processes," 46.

[17] Richard Cox, Janet Alcalá, and Leanne Bowler, "Archival Document Packets: A Teaching Module in Advocacy Training Using the Papers of Governor Dick Thornburgh," *The American Archivist* 75, no. 2 (October 2012): 371, https://doi.org/10.17723/aarc.75.2.04778333025635m0; Burçak Şentürk, "The Use of Archives in Education: Examples from Abroad," *International Journal on New Trends in Education and Their Implications* 4, no. 1 (January 2013): 111.

[18] Cox, Alcalá, and Bowler, "Archival Document Packets," 381; Michael Eamon, "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom," *The History Teacher* 39, no. 3 (2006): 303, https://doi.org/10.2307/30036799; Anne J. Gilliland-Swetland, Yasmin B. Kafai, and William E. Landis, "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives," *Archivaria* 48 (January 1999): 101; Doris J. Malkmus, "Teaching History to Undergraduates with Primary Sources: Survey of Current Practices," *Archival Issues* 31, no. 1 (2007): 25–82; Christine A. Woyshner, "Inquiry Teaching with Primary Source Documents: An Iterative Approach," *Social Studies Research and Practice* 5, no. 3 (2010): 36; Sammie Morris, Lawrence J. Mykytiuk, and Sharon A. Weiner, "Archival Literacy for History Students: Identifying Faculty Expectations of Archival Research Skills," *The American Archivist* 77, no. 2 (2014): 394; Xiaomu Zhou, "Student Archival Research Activity: An Exploratory Study," *The American Archivist* 71, no. 2 (September 2008): 476, https://doi.org/10.17723/aarc.71.2.n426270367qk311l.

children's literature studies, and history of education, as well as for classes in general bibliographic instruction.[19]

Initially, archivists implemented programs to teach with primary sources in order to give instruction in basic archives orientation and engagement; they also embarked on teaching with primary sources in order to advocate for archives, to obtain funding, and to promote career paths in archives.[20] More recently, educators and archivists have explored the potential for teaching with primary sources to support inquiry-based learning and academic skill development.[21] Archivists and educators who seek to cultivate skills for inquiry have used primary sources to help students understand context, bias, and multiple viewpoints; develop critical thinking and corroboration skills; understand the methodologies of historians, scientists, and other disciplines by learning archival research skills; understand collective memory; and develop historical empathy.[22] Changes in curriculum have paved the way for a focus on the use of primary sources under the Common Core standards, and new styles of standardized testing that place greater emphasis on document-based questions have made it easier to justify the incorporation of primary source material in the classroom.[23]

---

[19] Gilliland-Swetland, Kafai, and Landis, "Integrating Primary Sources," 90; Yasmin B. Kafai and Anne J. Gilliland-Swetland, "The Use of Historical Materials in Elementary Science Classrooms," *Science Education* 85, no. 4 (July 1, 2001): 349–67, https://doi.org/10.1002/sce.1014; Wendy Wasman et al., "Branching Out: Using Historical Records to Connect with the Environment," *The Journal of Interactive Technology and Pedagogy* (January 7, 2019), https://jitp.commons.gc.cuny.edu/branching-out-using-historical-records-to-connect-with-the-environment/; Julia Hendry, "Primary Sources in K–12 Education: Opportunities for Archives," *The American Archivist* 70, no. 1 (2007): 121, https://doi.org/10.17723/aarc.70.1.v674024627315777; Janet Heine Barnett et al., "Designing Student Projects for Teaching and Learning Discrete Mathematics and Computer Science via Primary Historical Sources," Paper presented at the HPM Group Satellite Meeting of ICME 11, Mexico City, Mexico, 2009, https://doi.org/10.5948/UPO9781614443001.018; David Pengelley, "Teaching with Primary Historical Sources: Should It Go Mainstream? Can It?," in *Recent Developments on Introducing a Historical Dimension in Mathematics Education*, edited by Victor Katz and Constantinos Tzanakis (Mathematical Association of America, 2012), 2, https://doi.org/10.5948/UPO9781614443001.002; Christina Saidy, Mark Hannah, and Tom Sura, "Meeting Students Where They Are: Advancing a Theory and Practice of Archives in the Classroom," *Journal of Technical Writing and Communication* 41, no. 2 (2011): 179, https://doi.org/10.2190/TW.41.2.e; Marian J. Matyn, "Getting Undergraduates to Seek Primary Sources in Archives," *The History Teacher* 33, no. 3 (2000): 353, https://doi.org/10.2307/495032; Anne Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials," *The American Archivist* 61, no. 1 (1998): 156, https://doi.org/10.17723/aarc.61.1.w851770151576l03.

[20] Cox, Alcalá, and Bowler, "Archival Document Packets," 272, 278; Eleanor Dickson and Matt Gorzalski, "More Than Primary Sources: Teaching about the Archival Profession as a Method of K–12 Outreach," *Archival Issues* 35, no. 1 (2013): 7–19, http://digital.library.wisc.edu/1793/72393; Gilliland-Swetland, "An Exploration," 137; Eamon, "A 'Genuine Relationship,'" 302; Gilliland-Swetland, Kafai, and Landis, "Integrating Primary Sources," 93; Marcus Robyns, "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," *The American Archivist* 64, no. 2 (2001): 373, https://doi.org/10.17723/aarc.64.2.q4742x2324j10457.

[21] Chris Marino, "Inquiry-Based Archival Instruction: An Exploratory Study of Affective Impact," *The American Archivist* 81, no. 2 (2018): 484; Woyshner, "Inquiry Teaching," 36–37.

[22] David Bates, "Achieving Close(r) Reading with Primary Source Bundles," *Illinois Reading Council Journal* 44, no. 1 (2015): 16; Cox, Alcalá, and Bowler, "Archival Document Packets"; Eamon, "A 'Genuine Relationship,'" 297; Gilliland-Swetland, Kafai, and Landis, "Integrating Primary Sources," 92, 103; Kafai and Gilliland-Swetland, "The Use of Historical Materials," 349; Malkmus, "Teaching History to Undergraduates," 27, 29, 39; Marino, "Inquiry-Based Archival Instruction," 484; Morris, Mykytiuk, and Weiner, "Archival Literacy," 395; Robyns, "The Archivist as Educator," 364; Woyshner, "Inquiry Teaching," 42; Zhou, "Student Archival Research Activity," 478.

[23] Bates, "Achieving Close(r) Reading," 16; Cox, Alcalá, and Bowler, "Archival Document Packets"; Dickson and Gorzalski, "More Than Primary Sources," 10.

Current tools for assessing the impact of teaching with primary sources do not evaluate the full framework of knowledge, skills, and agency that are emphasized by initiatives that aim to teach civic engagement. Instead, the evaluation of teaching with primary sources has largely relied on anecdotal feedback or has lacked assessment entirely, and many demands have been made for better assessment tools.[24] The most prominent quantitative tool created in response to this is the Archival Metrics Toolkit; the student version of the toolkit evaluates the quality and impact of the general orientation, and the quality of user interaction with archives staff, with physical materials, and with access tools.[25] The creation of the 2018 *Guidelines for Primary Source Literacy* set new benchmarks and has led more recently to an assessment rubric that breaks down five learning objectives for evaluation: conceptualize; find and access; read, understand, and summarize; interpret, analyze, and evaluate; and use and incorporate.[26] These objectives could be valuable for analyzing skills learned, but no tools have yet been suggested for their measurement.

Closing the Civic Empowerment Gap by Teaching with Primary Sources

Archivists and educators have only just begun to explore the possibilities of teaching with primary sources to cultivate civic engagement. Archivists have already noted that direct access to primary sources can be an improvement over textbook learning, which supports the suggestion that teachers cultivate civic empowerment by providing students with opportunities to gain knowledge and construct meaning outside traditional educational tools (textbooks).[27] In line with this, the DeVoted Women Project, a grassroots organization focused on voter engagement, used primary sources to provide background context for local activist histories and to cultivate community conversations about historic and current social issues.[28]

Improved skills for analyzing and communicating information can also help increase civic empowerment. Skills for critically analyzing and communicating can be taught with primary sources, including the teaching of critical thinking and understanding context, bias, and multiple viewpoints. Woyshner has noted that the skills developed through inquiry with primary sources

---

[24] Barbara Rockenbach, "Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library," *The American Archivist* 74, no. 1 (2011): 298, https://doi.org/10.17723/aarc.74.1.mml4871x2365j265; Peter Carini, "Information Literacy for Archives and Special Collections: Defining Outcomes," *Portal: Libraries and the Academy* 16, no. 1 (January 2016): 192, https://doi.org/10.1353/pla.2016.0006; Lori Lynn Dekydtspotter and Cherry Dunham Williams, "Alchemy and Innovation: Cultivating an Appreciation for Primary Sources in Younger Students," *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 14, no. 2 (2013): 76, https://doi.org/10.5860/rbm.14.2.402; Elizabeth Yakel and Deborah Torres, "AI: Archival Intelligence and User Expertise," *The American Archivist* 66, no. 1 (2003): 57, https://doi.org/10.17723/aarc.66.1.q022h85pn51n5800.

[25] Wendy Duff et al., "The Development, Testing, and Evaluation of the Archival Metrics Toolkits," *The American Archivist* 73, no. 2 (September 2010): 578, https://doi.org/10.17723/aarc.73.2.00101k28200838k4.

[26] Anne Bahde and Heather Smedberg, "Measuring the Magic: Assessment in the Special Collections and Archives Classroom," *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 13, no. 2 (2012): 172, https://doi.org/10.5860/rbm.13.2.380; Teaching with Primary Sources Collective, "Guidelines for Primary Source Literacy Rubric—TPS Collective: Resource Exchange (BETA)," 2019, https://rbms.info/tpscollective/guidelines-toolkit/guidelines-for-primary-source-literacy-rubric/.

[27] Eamon, "A 'Genuine Relationship,'" 299; Matthew Lyons, "K–12 Instruction and Digital Access to Archival Materials," *Journal of Archival Organization* 1, no. 1 (2002): 24, https://doi.org/10.1300/J201v01n01_03.

[28] Whitney Douglas, "Looking Outward: Archival Research as Community Engagement," *Community Literacy Journal* 11, no. 2 (2016): 30–33, http://www.communityliteracy.org/index.php/clj/article/view/290.

are the same higher-order thinking skills that help students participate as democratic citizens.[29] Programs like Facing History and Ourselves use primary sources in a curriculum that focuses on teaching the skills of historical analysis and fostering inquiry.[30]

Finally, students need opportunities to cultivate a sense of motivation for their own involvement in civic issues. Students can be motivated to see themselves as change agents in their own communities if they see examples depicted in primary sources of others who have made a difference in the past. Educational programs focused on local primary source material can help students recognize their own agency, as demonstrated by programs at the University of Kentucky and the University of Illinois Urbana-Champaign that used primary sources depicting past civic engagement on campus to develop students' sense of their own potential as actors for change within historic traditions of civil disobedience.[31]

While these are valuable examples to learn from, the full potential of teaching with primary sources to cultivate civic engagement has not been articulated in the literature in a way that responds to frameworks set out for closing the civic empowerment gap. To help explore this further, the following case study asks whether teaching with primary sources can cultivate civic engagement, specifically among communities of students who are noted above as more likely to lack knowledge, skills, and opportunities for civic engagement because of socioeconomic disparities and who are thus at the lower end of the civic empowerment gap. We explore this by investigating three examples from the work of Brooklyn Connections and observing outcomes in terms of knowledge, skills, and agency for civic engagement obtained by participating students.

Brooklyn Connections: A Case Study in Civic Engagement with Primary Sources

Brooklyn Connections is the educational outreach program of the Brooklyn Collection, Brooklyn Public Library's local history archives and special collections. Founded in 2007, Brooklyn Connections offers a free standards-based and curriculum-aligned partnership program for local schools.[32] Partner schools receive four to six visits from a Brooklyn Connections educator who teaches skills-based lessons for doing research with primary sources; these skills are selected with the classroom teacher based on curriculum needs and include making observations and inferences, identifying claims and counterclaims in history, crafting and defending an argument, developing a thesis statement, citing sources, and asking questions for research.

Students use these skills to research a Brooklyn history topic selected by their teacher (in alignment with curriculum topics) and each partner class makes at least one group visit to the Brooklyn Collection for hands-on archival research. All students handle primary source material

---

[29] Woyshner, "Inquiry Teaching," 37.

[30] Evaluation Department, *How Do We Know It Works? Researching the Impact of Facing History and Ourselves since 1976* (Brookline, MA: Facing History and Ourselves, 2019): 4, https://www.facinghistory.org/sites/default/files/How_We_Know_It_Works-6.19.pdf; "Our Work," Facing History and Ourselves, accessed December 16, 2019, https://www.facinghistory.org/our-work.

[31] Jonathan Vincent and Danny Mayer, "Teaching Radicalism from the University Archives," *The Radical Teacher*, no. 79 (2007): 20–21, www.jstor.org/stable/20710408.

[32] As of 2019, forty-one states, the District of Columbia, the Department of Defense, and four territories have adopted the Common Core State Standards, with which Brooklyn Connections has aligned its program and resources. Resources are also aligned to the New York City Core Curriculum.

during every interaction with their Brooklyn Connections educator, whether using facsimiles in the classroom or original materials during their archival research, and also between visits, using a primary source packet provided by Brooklyn Connections. The program is project based and inquiry driven, culminating in an exhibition and convocation ceremony in which representatives from each partner school present their final research project and have an opportunity to speak about their research experience and findings at Brooklyn Public Library's Dweck Auditorium. From its founding through to the 2018–2019 school year, Brooklyn Connections has worked with over 15,800 students. The partnership program is open to fourth through twelfth grade classes, and approximately 80 percent of partner schools each year qualify as Title 1.[33]

While all Brooklyn Connections classes develop basic skills in critical thinking and analysis and all projects focus on the use of local primary source material, which makes it possible to center student experience and provides students with the opportunity to build on their own knowledge of their community, the program does not stipulate that students' final project take the form of civic engagement. However, an increasing number of partner schools with student populations that fall demographically within the noted civic empowerment gap have used their Brooklyn Connections partnership as an opportunity for cultivating civic engagement. This case study reflects on three such examples, using a narrative approach to outline the potential that teaching with primary sources has to instigate civic empowerment. Each example describes the partner school, their Brooklyn Connections partnership, the content and skills learned, and the civic engagement project this inspired.[34] A discussion follows about the outcomes produced by the three examples, which suggest the potential for further growth of this and other initiatives.

East New York Family Academy

East New York Family Academy (ENYFA) serves grades six through twelve in the Brooklyn neighborhood of East New York. In the 2017–2018 school year, 65 percent of students were black, 30 percent were Hispanic, 3 percent were Asian, and 1 percent were white.[35] Eighty-two percent of students qualified for free or reduced-price lunch.[36]

In the 2017–2018 school year, Brooklyn Connections educator Julia worked with three sixth-grade classes at the school, visiting each class four times and hosting each class in the Brooklyn Collection once. Students learned how to make observations and inferences in order to analyze a primary source; how to take notes on primary sources; how to locate claims and counterclaims in primary sources and then develop their own claims and counterclaims for their research project; and how to build a thesis statement with evidence gleaned from primary source material.

---

[33] The Title 1 program provides US public schools with financial assistance if high percentages of their students come from low-income households, with the stipulation that funds be used to improve academic achievement for all students. See the National Center for Education Statistics, https://nces.ed.gov/fastfacts/display.asp?id=158, for more information.

[34] I write from firsthand experience about one of the examples described; informational interviews and email correspondence with colleagues Julia Pelaez and Kaitlin Holt in August 2019 served as source material for the remaining two examples.

[35] New York City Department of Education, "East New York Family Academy 19K409/EMS—2017–18 School Quality Snapshot," New York City Department of Education, accessed July 19, 2019, https://tools.nycenet.edu/snapshot/2018/19K409/EMS/.

[36] InsideSchools, "East New York Family Academy," InsideSchools.org, December 2018, https://insideschools.org/school/19K409.

The two co-teachers for these three classes chose to have students research local neighborhood history as a way to empower students to challenge current public perceptions of the neighborhood as dirty, poor, and dangerous. Julia helped students study this history with photographs, maps, newspaper articles from the historic *Brooklyn Daily Eagle*, and other documents that provided a deeper understanding of their neighborhood's past. Students compiled this research into a timeline that depicted the rich history of East New York.

As part of the project, students spent time reflecting on their own perceptions and current media representations of their neighborhood in juxtaposition with their historic timeline project. Students then gave presentations in other classes at their school about the complex identity of their neighborhood and used their historic timeline to organize a neighborhood walking tour. Teachers helped students compile this research into a book that used primary sources to profile notable and historic neighborhood locations. Teachers wanted students to recognize the power of their own voice by giving them a tangible reminder of this work, and so each student received a copy of the book to take home and share with their family.

City Polytechnic High School of Engineering, Architecture, and Technology

City Polytechnic High School of Engineering, Architecture, and Technology (City Poly) is a public high school in Downtown Brooklyn that provides students in grades nine through twelve with the opportunity to focus their studies on architectural technology, construction management technology, or civil engineering technology, and to earn college credit courses as part of their studies.[37] In the 2017–2018 school year 70 percent of students were black, 18 percent were Hispanic, 7 percent were Asian, and 1 percent were white.[38] Seventy-six percent qualified for free or reduced-priced lunch.[39]

In the 2017–2018 school year, Brooklyn Connections program manager Kaitlin worked with two eleventh-grade English Language Arts classes who completed their research project in collaboration with an architecture teacher. Kaitlin visited each class five times to teach skills including primary source analysis, map and atlas reading, conducting an oral history interview, writing a thesis statement supported with primary source evidence, and citing primary sources. Each class visited the Brooklyn Collection once to examine archival material related to their topic, including historic maps, photographs, and ephemera.

The classroom teacher selected the history of the Brownsville neighborhood as the focus of her class research project. While City Poly is located in Downtown Brooklyn, many of the students live in Brownsville. When they visited the Brooklyn Collection, students were inspired by two 1970s *Brownsville of Tomorrow* maps created by the Brownsville Community Council to depict

---

[37] "Early College Scholarship Program," City Polytechnic High School of Engineering Architecture and Technology, 2019, http://www.citypolyhs.org/early_college_scholarship_program.

[38] New York City Department of Education, "City Polytechnic High School of Engineering, Architecture, and Technology (13K674) 2017–18 School Quality Snapshot," New York City Department of Education, accessed July 19, 2019, https://tools.nycenet.edu/snapshot/2018/13K674/HS/#TR.

[39] InsideSchools, "City Polytechnic High School of Engineering, Architecture, and Technology," InsideSchools.org, 2018, https://insideschools.org/school/13K674.

community improvements that they wished to see.[40] After analyzing these documents, students researched Brownsville's history in order to recommend planning and structural changes to the community. They expanded their research with maps and atlases to closely examine Brownsville's past and current geographical layout, analyzed ephemera and newspaper articles to understand neighborhood needs, and synthesized this information to craft a thesis statement outlining a solution for current problems.

As a final project, students used their research to design a neighborhood plan that included new buildings—schools, health facilities, and community centers—that would fulfill the still-unmet demands of the original *Brownsville of Tomorrow* maps as well as current community needs. With the guidance of their architecture teacher, they constructed scale models of these buildings to be placed on a large-scale map of the neighborhood. This final proposal and map were presented by students to local civic leaders at a meeting of the Community Board in Brownsville.[41]

Urban Assembly School for Criminal Justice

The Urban Assembly School for Criminal Justice (UASCJ) is an all-girls public school in the Borough Park neighborhood of Brooklyn, serving grades six through twelve. In the 2018–2019 school year, 52 percent of students were Asian (mostly Pakistani and Bengali), 14 percent were black, 16 percent were Hispanic, and 17 percent were white.[42] Ninety-one percent of students qualified for free or reduced-price lunch.[43]

In the 2018–2019 school year, Brooklyn Connections educator Jen worked with a twelfth-grade government class. The classroom teacher had assigned her students a research paper on the history of the neighborhood's Hasidic Jewish community to help her entirely non-Jewish (and majority Muslim) student population understand the predominantly Jewish community that they walked through every day on their way to school. Jen visited five times to teach skills-based lessons on analyzing primary sources, taking notes, avoiding plagiarism, finding primary sources online, and developing an evidence-based argument. Students examined newspaper articles, photographs, and other ephemera that provided historic context for the neighborhood. Students then wrote a research paper about a subtopic of their choice within the history of the local Hasidic community, such as historic race relations, holidays, community rituals, LGBTQ issues, feminism, divorce, and death and mourning.

Students used their research to engage with their local community through a series of outreach activities in response to an increase in hate crimes in their neighborhood. After teachers overheard anti-Semitic comments in a sixth-grade classroom, students from the Brooklyn

---

[40] Brownsville Community Council, *Brownsville: Brownsville Tomorrow Maps*, Ephemera Collection, Brooklyn Public Library—Brooklyn Collection.
[41] "Minutes of Community Board #16—April 24, 2018," accessed December 14, 2019, at https://www1.nyc.gov/assets/Brooklyncb16/downloads/pdf/minutes/2018/04-%2024-%202018.pdf.
[42] New York City Department of Education, "Urban Assembly School for Criminal Justice 20K609 2017–18 School Quality Snapshot," New York City Department of Education, accessed July 19, 2019, https://tools.nycenet.edu/snapshot/2018/20K609/HS/.
[43] InsideSchools, "Urban Assembly School for Criminal Justice," InsideSchools.org, 2017, https://insideschools.org/school/20K609.

Connections partner class shared their research on the history of the local Jewish community through a classroom presentation. They also hosted a series of speakers who were leaders in the local Jewish community, including a state senator, a city councilman, a rabbi, a state judge, and a representative of the Anti-Defamation League. Students then attended and spoke at a local anti-hate rally, were interviewed on local radio and television, and were featured in local news.[44]

Results

In analyzing whether teaching with primary sources can cultivate civic engagement through the lens of the above examples, it is necessary to reflect on factors that contribute to overcoming the civic empowerment gap, including students' increased knowledge, skills, and agency for civic engagement. Results in these three areas are assessed in two ways. First, informal assessment conversations between Brooklyn Connections educators and partner teachers occur on an ongoing basis over the course of the partnership as educators work to support partner teachers and their students and ask for feedback in order to adjust lesson plans for greater effectiveness. These conversations allow the educators to understand what knowledge and skills are being retained and to gather feedback on student engagement with the program. Second, the Brooklyn Connections team observes student knowledge, skills, and engagement over the duration of the program and ultimately in the presentation of their final research project. In addition to completing a project, students give a presentation about their project and their experience in the program to an audience of their peers in a final convocation ceremony, demonstrating not only their proficiency at research but also the agency they have gained as research experts and as members of their community. While this assessment is not conducted using the exact protocols developed by Stolte, Isenbarger, and Cohen, it follows their framework of evaluation based on reflection on knowledge and skills obtained by students and observation of student engagement.

Students in the three examples outlined above developed thorough content knowledge of their research topic through use of primary sources. ENYFA students developed an extensive understanding of local events, issues, and landmarks, which they used to construct a timeline and local history book. City Poly students were excited to gain a better understanding of their own neighborhood and engaged in rigorous demographic and infrastructure research. Through their work with primary sources, students at UASCJ pursued their own interests related to historic and current themes within their local community.

Students at ENYFA were successful in their research because of the skills they developed while working with primary sources: they excelled at thinking critically and speaking about the multiple viewpoints that they discovered during their research into past and current perspectives on their neighborhood. These strong analytical skills provided an opportunity for their teacher to initiate conversations about fake news and media literacy. City Poly students were eager to develop map skills because of their personal connections with the community depicted in the historic maps they examined, and they constructed their own map with scale models of proposed community improvements. Students also developed skills for clear communication about the

---

[44] Kings County Politics, "Deutsch Battles Hate Crimes from the Mouth of Babes," March 4, 2019, https://www.kingscountypolitics.com/deutsch-battles-hate-crimes-from-the-mouth-of-babes/; "Youth Rally against Hate in Sheepshead Bay Looks to End Hate Crimes," *News12*, March 3, 2019, http://Brooklyn.news12.com/story/40059612/youth-rally-against-hate-in-sheepshead-bay-looks-to-end-hate-crimes.

outcomes of their research and received commendations from the audience they presented to at a local Community Board meeting.[45] The class at UASCJ showed strong skill development during sessions on finding primary sources online. After a lesson on internet research, students understood how to use keywords to do focused online research for primary sources. They combined these new abilities for precise research with important skills for communicating about civic issues: they analyzed multiple perspectives and constructed evidence-based arguments about complex local issues, and they were then able to find public platforms for sharing their knowledge with others.

Motivation for civic engagement at UASCJ was local and immediate: incidents of hate speech within their own school prompted students to put their new civic understanding to use by engaging other students in presentations about the knowledge they had gained. City Poly students demonstrated strong motivation to work on their project because it aimed to design a better plan for their current neighborhood, and so they became very engaged with both research and skill development in order to construct an argument-based presentation for their Community Board. They were empowered to realize that they could participate in this kind of public arena, and that they had the skills to construct opinions and share these in public dialogue. After their Brooklyn Connections project, ENYFA students showed motivation to share their knowledge through presentations to other classes, illustrating the complex identity of their school's neighborhood. Additionally, because ENYFA teachers saw the impact and effectiveness of doing a research project grounded in civic engagement, they chose an activism-centered research topic—the Brooklyn chapter of the Congress of Racial Equality—for their Brooklyn Connections partnership the following year.

This informal assessment confirms that students who conducted research projects focused on engagement with primary sources developed skills, knowledge, and motivation for civic engagement.

Conclusion and Future Directions

Through informal evaluation of three examples from the Brooklyn Connections partnership program, this case study confirms that by imparting knowledge, skills, and motivation, teaching with primary sources can cultivate civic engagement. This can narrow the civic empowerment gap experienced by students from socioeconomically disadvantaged communities, which in turn can potentially produce developmental, psychological, social, and skills-based benefits. Thus, primary source–based learning that integrates civic engagement can be seen as an opportunity not only to teach skills and knowledge, but also to provide broader social and emotional benefits.

While not every archivist and educator will focus on civic engagement while teaching with primary sources, those who do should recognize the opportunities they are providing and the fact that aspects of civic engagement are not an added bonus to a specific project or instruction session but can instead be understood as a framework for articulating competencies students are learning and outcomes they will be able to apply to their lives and to their communities. Future research into the impact of this kind of work could investigate how the program's extent—a

---

[45] "Minutes of Community Board #16—April 24, 2018," accessed December 14, 2019, at https://www1.nyc.gov/assets/Brooklyncb16/downloads/pdf/minutes/2018/04-%2024-%202018.pdf.

single instruction session, an extended residency-style partnership like Brooklyn Connections, or a longer program that has the ability to work with students across several years of their academic careers—impacts results. Similar research should be conducted in other locations where educators are able to maintain relationships with students over a longer time span; because of the huge student population in the New York City school system it is difficult to follow up with Brooklyn Connections students at later stages in their academic careers to evaluate continued impact, but this might be more possible in locations with smaller student populations that can be followed and continually evaluated over the course of their learning. Finally, future development of assessment tools for teaching with primary sources could include optional categories and benchmarks that align with assessment practices for teaching civic engagement for those who wish to evaluate civic engagement outcomes and to help archivists and educators more clearly articulate the impact of their work in teaching with primary sources.

Bibliography

Bahde, Anne, and Heather Smedberg. "Measuring the Magic: Assessment in the Special Collections and Archives Classroom." *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 13, no. 2 (2012): 152–74. https://doi.org/10.5860/rbm.13.2.380.

Ballard, Parissa J., Alison K. Cohen, and Joshua Littenberg-Tobias. "Action Civics for Promoting Civic Development: Main Effects of Program Participation and Differences by Project Characteristics." *American Journal of Community Psychology* 58, nos. 3–4 (2016): 377–90. https://dx.doi.org/10.1002%2Fajcp.12103.

Barnett, Janet Heine, Jerry Lodder, David Pengelley, Inna Pivkina, and Desh Ranjan. "Designing Student Projects for Teaching and Learning Discrete Mathematics and Computer Science via Primary Historical Sources." Paper presented at the HPM Group Satellite Meeting of ICME 11, Mexico City, Mexico, 2009. https://doi.org/10.5948/UPO9781614443001.018.

Barr, Dennis J., Beth Boulay, Robert L. Selman, Rachel McCormick, Ethan Lowenstein, Beth Gamse, Melinda Fine, and M. Brielle Leonard. "A Randomized Controlled Trial of Professional Development for Interdisciplinary Civic Education: Impacts on Humanities Teachers and Their Students." *Teachers College Record* 117, no. 2 (2015): 1–52.

Bates, David. "Achieving Close(r) Reading with Primary Source Bundles." *Illinois Reading Council Journal* 44, no. 1 (2015): 65–75.

Biddix, J. Patrick, Patricia Ann Somers, and Joseph L. Polman. "Protest Reconsidered: Identifying Democratic and Civic Engagement Learning Outcomes." *Innovative Higher Education* 34, no. 3 (June 1, 2009): 133–47. https://doi.org/10.1007/s10755-009-9101-8.

Brownsville Community Council. *Brownsville: Brownsville Tomorrow Maps*. Ephemera Collection, Brooklyn Public Library, Brooklyn Collection.

Carini, Peter. "Information Literacy for Archives and Special Collections: Defining Outcomes." *Portal: Libraries and the Academy* 16, no. 1 (January 2016): 191–206. https://doi.org/10.1353/pla.2016.0006.

Caswell, Michelle, Marika Cifor, and Mario H. Ramirez. "'To Suddenly Discover Yourself Existing': Uncovering the Impact of Community Archives." *The American Archivist* 79, no. 1 (2016): 56–81.

Chung, He Len, and Stephanie Probert. "Civic Engagement in Relation to Outcome Expectations among African American Young Adults." *Journal of Applied Developmental Psychology* 32 (2011): 227–34. https://doi.org/10.1016/j.appdev.2011.02.009.

Cox, Richard, Janet Alcalá, and Leanne Bowler. "Archival Document Packets: A Teaching Module in Advocacy Training Using the Papers of Governor Dick Thornburgh." *The American Archivist* 75, no. 2 (October 2012): 371–92. https://doi.org/10.17723/aarc.75.2.04778333025635m0.

Dekydtspotter, Lori Lynn, and Cherry Dunham Williams. "Alchemy and Innovation: Cultivating an Appreciation for Primary Sources in Younger Students." *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 14, no. 2 (2013): 67–81. https://doi.org/10.5860/rbm.14.2.402.

Dickson, Eleanor, and Matt Gorzalski. "More Than Primary Sources: Teaching about the Archival Profession as a Method of K–12 Outreach." *Archival Issues* 35, no. 1 (2013): 7–19. http://digital.library.wisc.edu/1793/72393.

Douglas, Whitney. "Looking Outward: Archival Research as Community Engagement." *Community Literacy Journal* 11, no. 2 (November 22, 2016): 30–42.

http://www.communityliteracy.org/index.php/clj/article/view/290.

Duff, Wendy, Elizabeth Yakel, Helen Tibbo, Joan Cherry, Aprille McKay, Magia Krause, and Rebecka Sheffield. "The Development, Testing, and Evaluation of the Archival Metrics Toolkits." *The American Archivist* 73, no. 2 (September 2010): 569–99. https://doi.org/10.17723/aarc.73.2.00101k28200838k4.

Eamon, Michael. "A 'Genuine Relationship with the Actual': New Perspectives on Primary Sources, History and the Internet in the Classroom." *The History Teacher* 39, no. 3 (2006): 297–314. https://doi.org/10.2307/30036799.

"Early College Scholarship Program." City Polytechnic High School of Engineering, Architecture, and Technology, 2019. http://www.citypolyhs.org/early_college_scholarship_program.

Ehrlich, Thomas. *Civic Responsibility and Higher Education.* Phoenix: Oryx Press, 2000.

Evaluation Department. *How Do We Know It Works? Researching the Impact of Facing History and Ourselves since 1976.* Brookline, MA: Facing History and Ourselves, 2019. https://www.facinghistory.org/sites/default/files/How_We_Know_It_Works-6.19.pdf.

Gilliland-Swetland, Anne. "An Exploration of K–12 User Needs for Digital Primary Source Materials." *The American Archivist* 61, no. 1 (January 1, 1998): 136–57. https://doi.org/10.17723/aarc.61.1.w851770151576l03.

Gilliland-Swetland, Anne J., Yasmin B. Kafai, and William E. Landis. "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives." *Archivaria* 48 (1999): 89–116.

Hendry, Julia. "Primary Sources in K–12 Education: Opportunities for Archives." *The American Archivist* 70, no. 1 (2007): 114–29. https://doi.org/10.17723/aarc.70.1.v674024627315777.

InsideSchools. "City Polytechnic High School of Engineering, Architecture, and Technology." InsideSchools.org, 2018. https://insideschools.org/school/13K674.

———. "East New York Family Academy." InsideSchools.org, December 2018. https://insideschools.org/school/19K409.

———. "Urban Assembly School for Criminal Justice." InsideSchools.org, 2017. https://insideschools.org/school/20K609.

Kafai, Yasmin B., and Anne J. Gilliland-Swetland. "The Use of Historical Materials in Elementary Science Classrooms." *Science Education* 85, no. 4 (July 1, 2001): 349–67. https://doi.org/10.1002/sce.1014.

Kings County Politics. "Deutsch Battles Hate Crimes from the Mouth of Babes." *Kings County Politics*, March 4, 2019. https://www.kingscountypolitics.com/deutsch-battles-hate-crimes-from-the-mouth-of-babes/.

Kovačič, Tanja, and Pat Dolan. "The Relevance of Civic Engagement for Child and Youth Welfare: Lessons Learnt from Socialist and Post-Socialist Slovenia." In *The Routledge Handbook of Global Child Welfare*, edited by Pat Dolan and Nick Frost, 124–36. London: Routledge, 2017.

Lenzi, Michela, Alessio Vieno, Massimiliano Pastore, and Massimo Santinello. "Neighborhood Social Connectedness and Adolescent Civic Engagement: An Integrative Model." *Journal of Environmental Psychology* 34 (2013): 45–54. https://doi.org/10.1016/j.jenvp.2012.12.003.

Lenzi, Michela, Alessio Vieno, Jill Sharkey, Ashley Mayworm, Luca Scacchi, Massimiliano Pastore, and Massimo Santinello. "How School Can Teach Civic Engagement besides

Civic Education: The Role of Democratic School Climate." *American Journal of Community Psychology* 54, nos. 3–4 (December 2014): 251–61. https://doi.org/10.1007/s10464-014-9669-8.

Levinson, Meira. "The Civic Empowerment Gap: Defining the Problem and Locating Solutions." In *Handbook of Research on Civic Engagement*, edited by Lonnie Sherrod, Judith Torney-Purta, and Constance A. Flanagan, 331–61. Hoboken, NJ: John Wiley & Sons, 2010.

———. "Education as a Civic Right: Using Schools to Challenge the Civic Empowerment Gap." *Poverty and Race* 22, no. 3 (2013): 1–2, 10–13.

Lyons, Matthew. "K–12 Instruction and Digital Access to Archival Materials." *Journal of Archival Organization* 1, no. 1 (2002): 19–34. https://doi.org/10.1300/J201v01n01_03.

Malkmus, Doris J. "Teaching History to Undergraduates with Primary Sources: Survey of Current Practices." *Archival Issues* 31, no. 1 (2007): 25–82.

Marino, Chris. "Inquiry-Based Archival Instruction: An Exploratory Study of Affective Impact." *The American Archivist* 81, no. 2 (September 1, 2018): 483–512. https://doi.org/10.17723/0360-9081-81.2.483.

Matyn, Marian J. "Getting Undergraduates to Seek Primary Sources in Archives." *The History Teacher* 33, no. 3 (2000): 349–55. https://doi.org/10.2307/495032.

"Minutes of Community Board #16—April 24, 2018." https://www1.nyc.gov/assets/Brooklyncb16/downloads/pdf/minutes/2018/04-%2024-%202018.pdf

Morimoto, Shauna A., and Lewis A. Friedland. "Cultivating Success: Youth Achievement, Capital and Civic Engagement in the Contemporary United States." *Sociological Perspectives* 56, no. 4 (2013): 523–46. https://doi.org/10.1525/sop.2013.56.4.523.

Morris, Sammie, Lawrence J. Mykytiuk, and Sharon A. Weiner. "Archival Literacy for History Students: Identifying Faculty Expectations of Archival Research Skills." *The American Archivist* 77, no. 2 (2014): 394–424.

New York City Department of Education. "City Polytechnic High School of Engineering, Architecture, and Technology (13K674) 2017–18 School Quality Snapshot." New York City Department of Education. Accessed July 19, 2019. https://tools.nycenet.edu/snapshot/2018/13K674/HS/#TR.

———. "East New York Family Academy 19K409/EMS—2017–18 School Quality Snapshot." New York City Department of Education. Accessed July 19, 2019. https://tools.nycenet.edu/snapshot/2018/19K409/EMS/.

———. "Urban Assembly School for Criminal Justice 20K609 2017–18 School Quality Snapshot." New York City Department of Education. Accessed July 19, 2019. https://tools.nycenet.edu/snapshot/2018/20K609/HS/.

"Our Work." Facing History and Ourselves. Accessed December 16, 2019. https://www.facinghistory.org/our-work.

Pengelley, David. "Teaching with Primary Historical Sources: Should It Go Mainstream? Can It?" Paper presented at the International Meeting of the International Study Group on Relations between History and Pedagogy of Mathematics, Mexico City, Mexico, 2008. https://doi.org/10.5948/UPO9781614443001.002.

Robyns, Marcus. "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction." *The American Archivist* 64, no. 2 (2001): 363–84. https://doi.org/10.17723/aarc.64.2.q4742x2324j10457.

Rockenbach, Barbara. "Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library." *The American Archivist* 74, no. 1 (2011): 297–311. https://doi.org/10.17723/aarc.74.1.mml4871x2365j265.

Saidy, Christina, Mark Hannah, and Tom Sura. "Meeting Students Where They Are: Advancing a Theory and Practice of Archives in the Classroom." *Journal of Technical Writing and Communication* 41, no. 2 (2011): 173–91. https://doi.org/10.2190/TW.41.2.e.

Sandahl, Johan. "Being Engaged and Knowledgeable: Social Science Thinking Concepts and Students' Civic Engagement in Teaching on Globalisation." *Nordidactica: Journal of Humanities and Social Science Education*, no. 1 (2013): 158–79.

Şentürk, Burçak. "The Use of Archives in Education: Examples from Abroad." *International Journal on New Trends in Education and Their Implications* 4, no. 1 (2013): 108–14.

Stolte, Laurel Cadwallader, Molly Isenbarger, and Alison Klebanoff Cohen. "Measuring Civic Engagement Processes and Youth Civic Empowerment in the Classroom: The CIVVICS Observation Tool." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 87, no. 1 (2013): 44–51. DOI:10.1080/00098655.2013.842531.

Teaching with Primary Sources Collective. "Guidelines for Primary Source Literacy Rubric— TPS Collective: Resource Exchange (BETA)." Teaching with Primary Sources Collective, June 17, 2019. https://rbms.info/tpscollective/guidelines-toolkit/guidelines-for-primary-source-literacy-rubric/.

Vincent, Jonathan, and Danny Mayer. "Teaching Radicalism from the University Archives." *The Radical Teacher*, no. 79 (2007): 19–26. www.jstor.org/stable/20710408.

Wasman, Wendy, Thomas R. Beatman, Shanon Donnelly, Kathryn M. Flinn, Jeremy Spencer, and Ryan J. Trimbath. "Branching Out: Using Historical Records to Connect with the Environment." *The Journal of Interactive Technology and Pedagogy* (2019). https://jitp.commons.gc.cuny.edu/branching-out-using-historical-records-to-connect-with-the-environment/.

Woyshner, Christine A. "Inquiry Teaching with Primary Source Documents: An Iterative Approach." *Social Studies Research and Practice* 5, no. 3 (2010): 36–45.

Yakel, Elizabeth, and Deborah Torres. "AI: Archival Intelligence and User Expertise." *The American Archivist* 66, no. 1 (2003): 51–78. https://doi.org/10.17723/aarc.66.1.q022h85pn51n5800.

"Youth Rally against Hate in Sheepshead Bay Looks to End Hate Crimes." *News12*, March 3, 2019. http://Brooklyn.news12.com/story/40059612/youth-rally-against-hate-in-sheepshead-bay-looks-to-end-hate-crimes.

Zhou, Xiaomu. "Student Archival Research Activity: An Exploratory Study." *The American Archivist* 71, no. 2 (2008): 476–98. https://doi.org/10.17723/aarc.71.2.n426270367qk311l.