Judith Lewandowski, PhD  
Associate Professor of Instructional Technology  
Indiana University South Bend

**Final Report: Exploring and Aligning Local History**

During the summer of 2009, I received a Faculty Research Grant to develop a curriculum map that aligns the primary resource artifacts (local history) housed in the collection of the Center for History with revised Indiana Academic Standards for US History (grade 11).

I collaborated with Mr. Travis Childs, Director of School Programs, and his staff during the summer of 2009. This partnership continued through the fall semester of 2009 as well. With the assistance of Mr. Childs, I was able to conduct a content analysis of the various collections and exhibits housed at the Center for History and create an alignment of these findings to the Indiana Academic Standards for US History at the high school level. This resulted in a curriculum map linking the artifacts to the standards.

I also integrated this topic and content into my senior level social studies methods course (M441) that focuses upon the preparation of pre-service high school social studies teachers in the semester prior to student teaching. This group of 22 students explored the exhibits and collections of the museum and utilized the curriculum map I created to navigate the thousands of artifacts housed at the center. The students then developed a formal lesson plan on utilizing the artifacts / exhibits as the primary focus of their instructional plan.

The professional product of this grant was two fold. First, I was able to provide the Center for History with the curriculum map and 22 distinctive lesson plans. These items can be offered to local teachers as resources or used within the museum as a means to better direct school visits.

The second dissemination of this grant came through a presentation at the state level conference sponsored by the Indiana Council for the Social Studies. Through this presentation, I was able to share the process of content alignment, inter-institutional collaboration, and the integration of local resources into the curriculum of methods students.

I also referenced this work within a later conference presentation at the national level associated with the National Council of History Education. In this presentation, I focused upon the integration of primary source items within the K-8 curriculum. The positive collaboration and impact of the curriculum development offered my colleagues in the field an opportunity to consider local sources for subject matter experts in a streamlined and pragmatic approach.
The professional products of this grant were well received. Many of the students involved in the development of the lesson plans had never been inside the Center for History. As future area teachers, just the knowledge that such resources exist will be a positive contribution to their classroom focus. This was an enjoyable project to work upon and one that was able to impact the field in a variety of ways.

Referenced Conferences:
