

**METHODS INSTRUCTOR
PRE-FIELD STUDY PREPARATION
- SITE INVESTIGATION -**

	ON-SITE Walk through and meeting with site staff	SUPPLEMENTAL RESOURCES
<p>Historical background:</p> <ul style="list-style-type: none"> • The “stories” of the place Relationship to similar sites (correspondence) • Historical contexts (contextualization) • How it came to be (origination) 	<ul style="list-style-type: none"> • Background material available on-site addressing heuristics • Archives accessible to teachers and students • Special artifacts chosen especially for the field study (usually inaccessible) • Interview site educators and/or interpreters (where available) 	<ul style="list-style-type: none"> • Nomination from the National Register of Historic Places • Written histories of the site
<p>Visual evidence: Correspondence</p>	<p>Elements that reveal its similarities and differences to corresponding sites (e.g., churches of the same and different denominations/eras; landscape elements identified with a particular landscape architect that differ with others)</p>	<p>Site maps, pictures, paintings of corresponding places that convey historically significant similarities and differences</p>
<p>Visual evidence: Contextualization</p>	<p>Identification of elements that reveal changes to the site across different time periods</p>	<p>Site maps, pictures, paintings of site at different time periods, including changes to the community in which the site resides</p>
<p>Visual evidence: Origination</p>	<ul style="list-style-type: none"> • Identification of earliest and original elements of the site • Early sketches, site plans, photographs of the site 	<p>Maps of the area at the time of origination, relating the site to its surroundings</p>

Visual evidence: Supposition	Identification of multiple pieces of data from which suppositions and hypotheses might be made	Additional data off-site that allow students to test their hypotheses (historical accounts, etc.)
Visual evidence: Empathetic understanding	Locations on-site to best exercise historical imagination	Information about life and circumstances during the time period being studied
Handouts for the field study	Pre-field study material for students to study Field study data retrieval worksheets to complete Supplemental handouts for students to use during the field study (for example, maps, visual images to look for, site plans, etc.)	
Overall: Opportunities to employ Hilda Taba's questioning sequence for "interpretation of data" (see below)	Where at the site are there fertile opportunities to employ Taba's questioning sequence for the interpretation of data?	