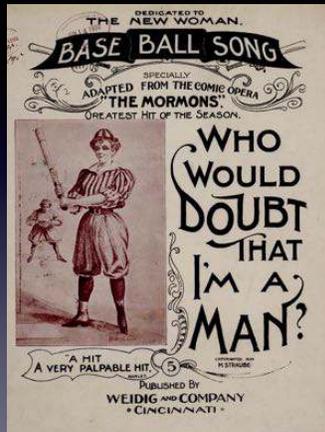


Teaching with Documents

DBQ strategies for historic thinking and close reading



EdMethods.com / 2015 / Week 6

Teaching with Documents

1. The thinking
2. Who's doing it
3. Primary Source Literacy Toolkit



I. The thinking



Historical thinking is critical thinking



1. Examine and analyze primary sources
2. Understand historical context
3. Compare multiple accounts and perspectives
4. Take a position and defend it with evidence

edTPA: describe how segment helps students master & make connections:

- facts and concepts
- inquiry, interpretation, or analysis skills
- building and supporting argument or conclusions

Higher order thinking

- Creating - generating new combinations
- Evaluating - justifying a decision or choice
- Analyzing - discovering patterns

Lower order thinking

- Applying - using info in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

Higher order thinking

- Creating - generating new combinations
- Evaluating - justifying a decision or choice
- Analyzing - discovering patterns

Analyze	Compare/contrast	Construct	Describe	Evaluate
Examine	Identify	Interpret	Justify	Locate

Lower order thinking

- Applying - using info in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

Compare to edTPA language function

2. Who is doing the thinking?

Learning is relevant when the student:

1. understands how this information or skill has some application in their life.
2. has an opportunity to follow their own process rather than just learn "the facts."
3. is not just learning content and skills, but is reflecting on their work and their progress as learners.

**Expanding student choice
~ Who decides?**

Content - what knowledge and skills will be studied?

Process - what materials, procedures, etc will be used?

Product - what will students produce to demonstrate their learning?

Evaluation - how will the learning be assessed?

3. Primary Source Literacy Toolkit

1. Use the standards / curriculum to craft an essential question that's worth answering

What types of thinking are generated by these questions?

1. How does where you live influence how you live?
2. How do the arts both shape and reflect a how we live?
3. How should governments balance the rights of individuals with the common good for everyone?

Essential questions

1. Timeless, thought-provoking, open-ended.
2. Calls for higher-order thinking, rather than a “correct” answer.
3. Sparks discussion and debate. Requires support and justification.

2. Choose documents that students can interpret with limited background knowledge



Skaters playing kolf by Hendrick Avercamp (c 1625)



3. Scaffold for close reading



1. **Key Ideas and Details:**
What does the text say?
2. **Craft and Structure:**
How did the text say it?
3. **Integration of Knowledge and ideas:**
How does it connect to what we're learning?
And what's it mean to me?



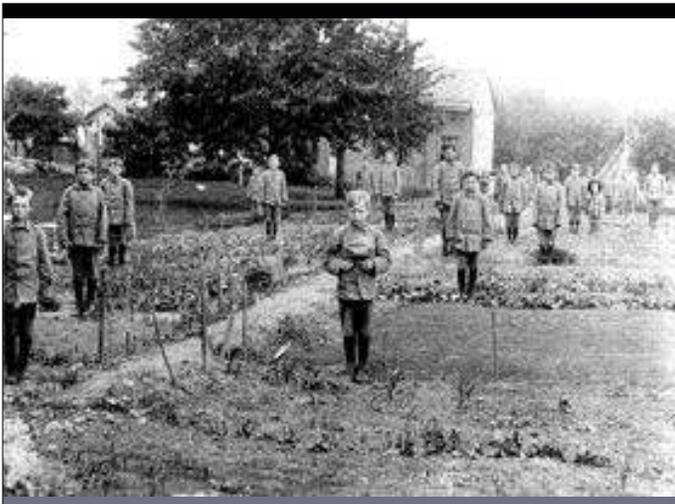
#1: Key Ideas and Details: *What does the text say?*

- Identify the key ideas.
- Be able to summarize.
- What claims does the author make?
- What evidence does the author use to support those claims?

Move from identifying details to inference

Detail people, objects, and activities.

Move to inference supported by the details.



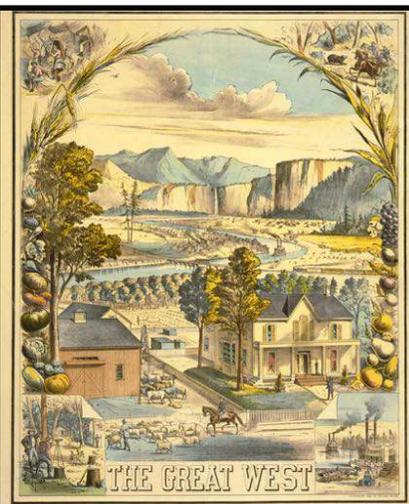
#2: Craft and Structure: *How does the text say it?*

- How is information presented?
- Who created the document?
- What's their point of view / purpose?
- How does it reflect its historic time period?

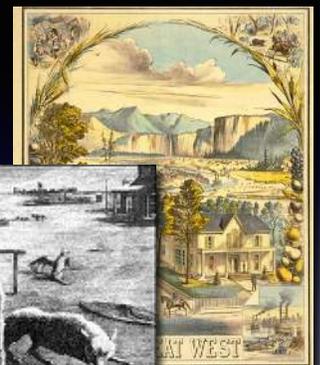
SHEG - Sourcing, Contextualizing

What's the author's point of view?

Cite evidence in the text



Compare to "claims" of *A deserted railroad town in Kansas.* (1874)



The medieval manor

A Medieval Manor
 Medieval manors were estates owned by wealthy lords. A manor included the lord's house or castle, one or more villages, a church, the peasants and serfs who lived on it, a water-powered mill or other things that the manor had.

From *Medieval Europe: The History Channel* (2002)

1. The lord's house
2. The manor's church
3. The manor's mill
4. The manor's fields
5. The manor's village
6. The manor's peasants
7. The manor's serfs
8. The manor's water

"Grimani Breviary: The Month of October" Unknown Flemish Artist 1490-1510

Egypt's Social Pyramid

ANCIENT GREEK SOCIETY
 People in ancient Greece were ranked according to their social or legal status. The main division was between free people and the enslaved. Of the free, only citizens took part in government. But all free Greeks have equal rights!

Feudalism in Medieval Europe

King
 Provides money, recruits army on demand, grants land to his many lords

Lords and Vassals
 Protect the king and manage territory

Knights
 Protect both the lords and the king

Peasants and Serfs
 Work the land

What is the central idea about the social structure of each society?

Cite specific elements of the illustration support that idea.

ANCIENT GREEK SOCIETY
 People in ancient Greece were ranked according to their social or legal status. The main division was between free people and the enslaved. Of the free, only citizens took part in government. But all free Greeks have equal rights!

Activity

FREE
 Small farmers
 Tenant farmers (serfs)
 Women and children born of citizens
 Resident aliens (metics)

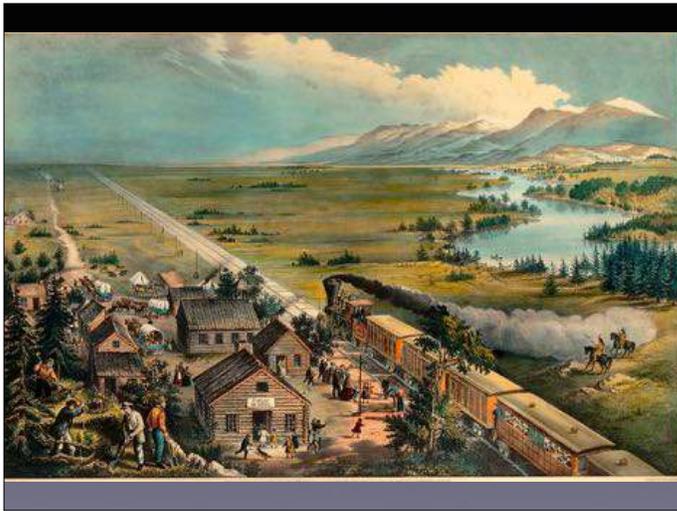
CITIZENS **NONCITIZENS**

NOT FREE
SLAVES

#3: Integration of Knowledge / ideas
How does it connect?
What's it mean to me?

- Distinguish among fact, opinion, and reasoned judgment in a text.
- Recognize disparities between multiple accounts.
- Compare text to other media / genres.
- How it connects to your life and views.

SHEG - Corroborating



It's 1938 - You work for Life Magazine.

Which photo would you use to illustrate an article on the plight of the migrant workers?

A

B

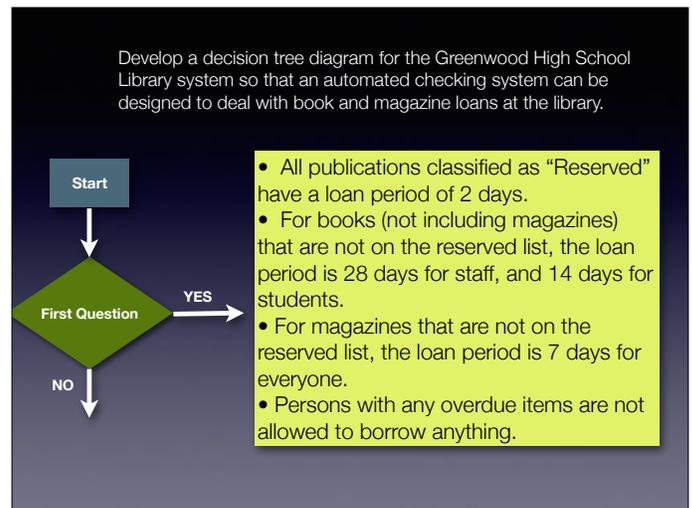
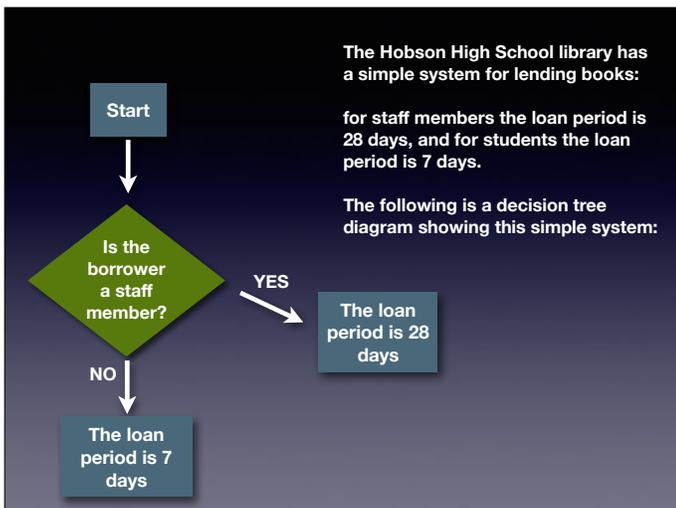
C

D

Text Structure	Description	Cue Words
Description	Describes a topic by listing characteristics, features, and examples	for example, characteristics are
Comparison	Explains how two or more things are alike and/or how they are different.	different; in contrast; alike; same as; on the other hand
Cause / effect	Lists one or more causes and the resulting effect or effects.	reasons why; if...then; as a result; therefore; because
Problem / Solution	States a problem and lists one or more solutions for the problem.	problem is; dilemma is; puzzle is solved; question... answer
Sequence	Lists items or events in numerical or chronological order.	first, second, third; next; then; finally

“Compare the animals of the rain forest and desert.”

Amazon Rain Forest	Mojave Desert
Spider Monkey	Bats
Pit Viper	Iguana
Three-toed Sloth	Ants
Jaguar	Big Horn Sheep
Giant River Otter	Tarantula
Bats	Coyote
Iguana	Desert Tortoise
Ants	Mohave Rattlesnake




3 scaffolds for close reading

- 1. Key Ideas and Details:**
What did the text say?
- 2. Craft and Structure:**
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- 3. Integration of Knowledge and ideas:**
How does it connect to what we’re learning?
And what’s it mean to me?

Learning in the digital age

- Task** - Are students asked to do *genuine* higher order thinking?
- Interaction** - Does the learning include a social component?
- Choice** - Are students exploring their own options for content, process, product and assessment?