

## Teaching with Documents

Peter Pappas  
EdMethods.com



With support for  
Common Core Close reading

Election Day by CW Guslin, (1909)

Historic thinking  
is higher order thinking

- **Creating** -generating new ideas
- **Evaluating** - justifying a decision or choice
- **Analyzing** - discovering patterns
- **Applying** - using info in a new setting
- **Understanding** - explaining idea or concept
- **Remembering** - recalling information

Learning is relevant  
**when the student:**

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

For reflective prompts see:  
The Reflective Student: <http://bit.ly/uQT0xl>

With the "right"  
document,  
the student can  
be the historian



Framing the lesson  
around an **essential  
question** can raise  
level of thinking

A STORY OF A SEWING MACHINE OPERATOR  
Bertha, the Sewing-Machine Girl:



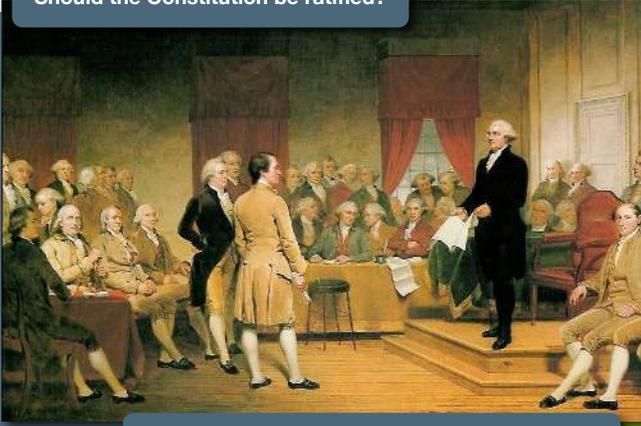
DEATH AT THE WHEEL!  
By FRANCIS S. SMITH,  
Author of "The Great Debate," "The Great Debate," "The Great Debate," etc.

Using *essential  
questions*

"12 Great Debates in  
American History"

<http://bit.ly/w1RKpJ>

“Should the Constitution be ratified?”



“How strong should the central government be?”

## Literacy skills for close reading

With higher order thinking and student-centered approach

### Three steps for close reading

1. **Key Ideas and Details:**  
What did 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?

Could use multiple “readings”

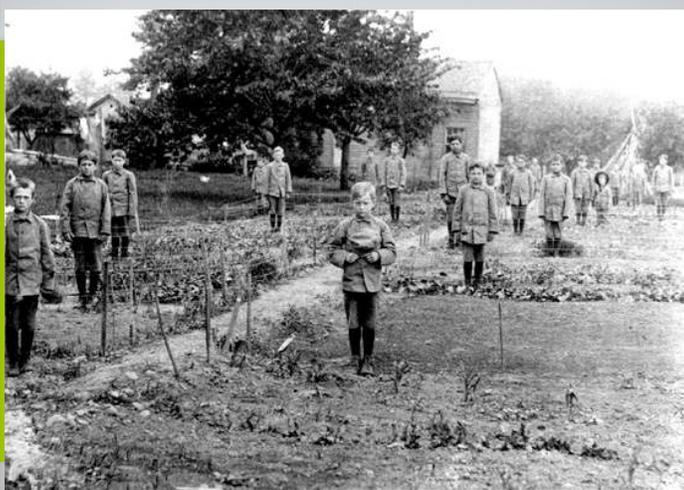
Moving to higher order / student centered

Overlap

### Close Reading Skill area #1:

## Key Ideas and Details

*What did the text say?*



Detail **people, objects, and activities.**

Move to inference supported by the details.



**Egypt's Social Pyramid**

Pharaoh  
Nobles, governors, officials  
Scribes  
Merchants, artisans  
Farmers, servants, slaves

**Feudalism in Medieval Europe**

**King**  
Protects, controls, 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.

**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?

**FREE**  
Small farmers  
Tenant farmers (free)

**NONCITIZENS**  
Women and children  
Sons of slaves  
Resident aliens (metics)

**NOT FREE**  
SLAVES

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

**Cite specific elements of the illustration support that idea.**

### #1: Key Ideas and Details: **What did 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?

**THE GREAT WEST**

**What claims does the author make?**

**What evidence does the author use to support those claims?**

**THE GREAT WEST**

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

**How to build summarizing skills**

**Evaluating** what's important.

**Sharing** what you've learned.

### Six essential summarizing skills

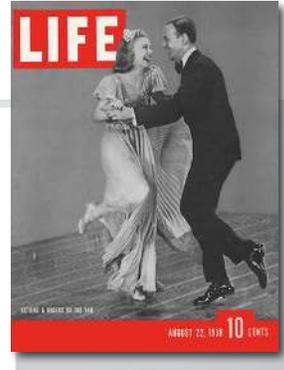
- **Identify details** – can you identify key symbols, words, visual elements?
- **Recognizing context** – where is this taking place, time period, who's involved?
- **Identify relationships** – who are these people, what is their relationship to one another?

## Continued - Summarizing skills

- **Identify opinions** – is there a point of view expressed in the source information?
- **Make predictions** – based on the information, what will happen next?
- **Infer meaning** – is there meaning that can be extracted from what's between the lines?

## Summarizing is evaluative

- 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



## Structure and summarizing

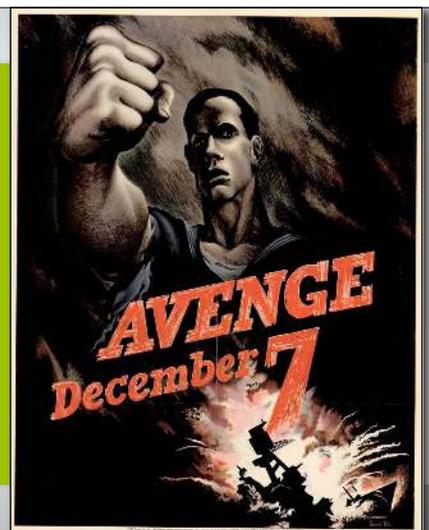
- Allow students to make their own judgments about what's important (instead of just repeating the details the teacher highlights)
- Students need to be able to share what they've learned with an audience other than the teacher.

Close Reading  
Skill area #2:

## Craft and Structure:

## How did the text say it?

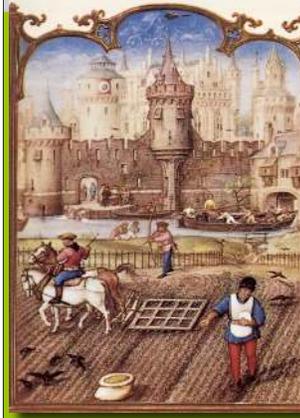
## What do you see in this 1942 poster?



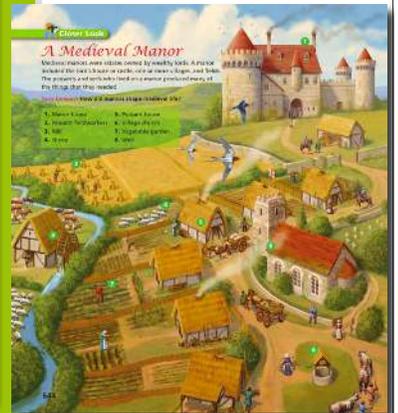
## #2: Craft and Structure: *How did the text say it?*

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

### Compare these two representations of the medieval manor



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

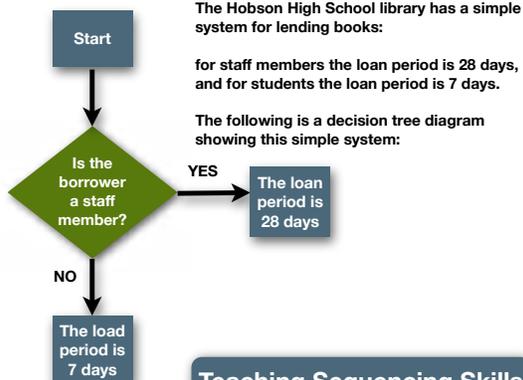


From a contemporary US textbook

Summarizing is based on structure -  
1st when student reads  
.... then when student summarizes

- Recognizing **how information is organized** helps to **analyze** content
- Then a summary needs to be **structured for its audience.**
- Student may need **training about text structure.**

Narrative Pattern	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



Teaching Sequencing Skills  
<http://bit.ly/142djQ>

## Integration of knowledge/ideas.

### Close Reading Skill area #3:

### How does it connect?

### What's it mean to me?

#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.



"Beavers Build a Dam" Herman Moll 1732

**How credible is the source?**

**"What did Europeans 'see' when they looked at the New World and the Native Americans?"**

<http://bit.ly/sOavHf>

Detail and check the accuracy of the following. Are they supported by other sources?

**Evaluating "historic" films and fiction**

**Geography and social setting neat**

**Physical setting - structures, artifacts, clothing, etc**

**Social setting**

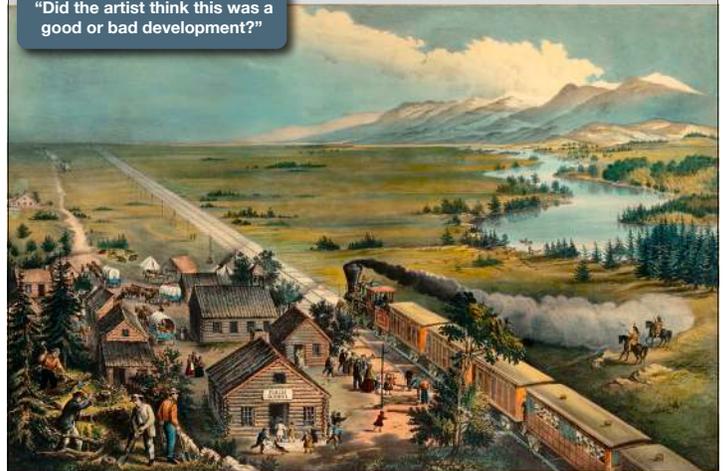
**Beliefs and actions of the characters**

**Major plot events**

**Major conflicts and themes**



**"Did the artist think this was a good or bad development?"**



**Modified Debate**

Refer to the previous speaker  
*"My esteemed colleague ..."*

1st: summarize what they said.  
*"I believe you just stated ..."*

- Then: agree, extend or disagree.
1. *"I agree with that because ..."*
  2. *"I would like to add to your point ..."*
  3. *"On the contrary ..."*

**"Did the artist think this was a good or bad development?"**

**Speaking and Listening Skills -**  
 Engage effectively in a range of collaborative discussions, Present claims and findings, Delineate a speaker's argument and specific claims

The tribes were warlike and bloodthirsty, jealous of each other ...they claimed land for their hunting grounds, but their claims all conflicted with one another... they are always willing to sell land to which they have the vaguest title.



~ Teddy Roosevelt 1889  
 Annals of America Vol 12

[Can we] consider the dozen squalid savages who hunted at long intervals over a territory of 1000 square miles as owning it out-right?

## How to build comparing skills

**Evaluating** similarities and differences.  
**Sharing** what you learned.

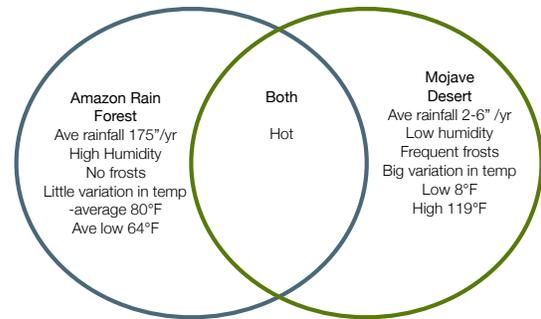
“Compare the animals and climate of the rain forest and desert.”

Amazon Rain Forest	Mojave Desert
Ave rainfall 175"/yr	Ave rainfall 2-6" /yr
High Humidity	Low humidity
No frosts	Frequent frosts
Little variation in temp-average 80°F	Big variation in temp
Ave low 64°F	Low 8°F
Hot	High 119°F
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

### Climate



### Climate



Do you give students chances to develop their comparative models?

- They could select items to compare from a teacher-produced list.
- They could independently decide what to compare.
- Can include some combination of selecting both the items and / or characteristics.

How is the comparison useful?  
What do you learn from it?

## Student-centered, higher-order comparing

- We must ask students to develop the comparison, not just learn and repeat the model that we present to them.
- Student must share what they learned from the comparison.