

## Teaching with Documents



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

## I. The thinking



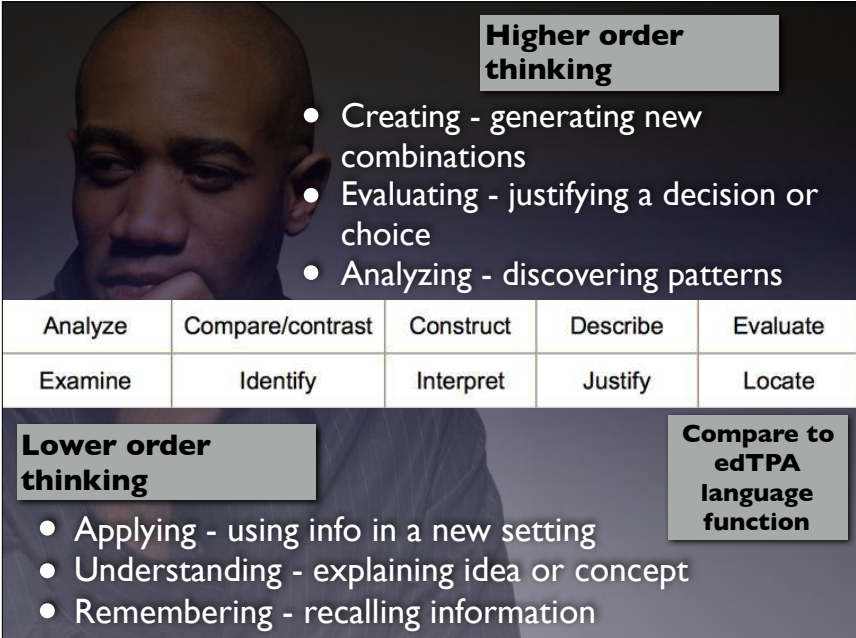
## Historical thinking is critical thinking



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

### HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>• Who wrote this?</li> <li>• What is the author's perspective?</li> <li>• When was it written?</li> <li>• Where was it written?</li> <li>• Why was it written?</li> <li>• Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's position on the historical event</li> <li>• Identify and evaluate the author's purpose in producing the document</li> <li>• Hypothesize what the author will say before reading the document</li> <li>• Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• The author probably believes . . .</li> <li>• I think the audience is . . .</li> <li>• Based on the source information, I think the author might . . .</li> <li>• I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>• When and where was the document created?</li> <li>• What was different then? What was the same?</li> <li>• How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how context/background information influences the content of the document</li> <li>• Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the background information, I understand this document differently because . . .</li> <li>• The author might have been influenced by _____ (historical context) . . .</li> <li>• This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>• What do other documents say?</li> <li>• Do the documents agree? If not, why?</li> <li>• What are other possible documents?</li> <li>• What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish what is probable by comparing documents to each other</li> <li>• Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>• The author agrees/disagrees with . . .</li> <li>• These documents all agree/disagree about . . .</li> <li>• Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>• What claims does the author make?</li> <li>• What evidence does the author use?</li> <li>• What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>• How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's claims about an event</li> <li>• Evaluate the evidence and reasoning the author uses to support claims</li> <li>• Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>• I think the author chose these words in order to . . .</li> <li>• The author is trying to convince me . . .</li> <li>• The author claims . . .</li> <li>• The evidence used to support the author's claims is . . .</li> </ul>



**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?**

**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**

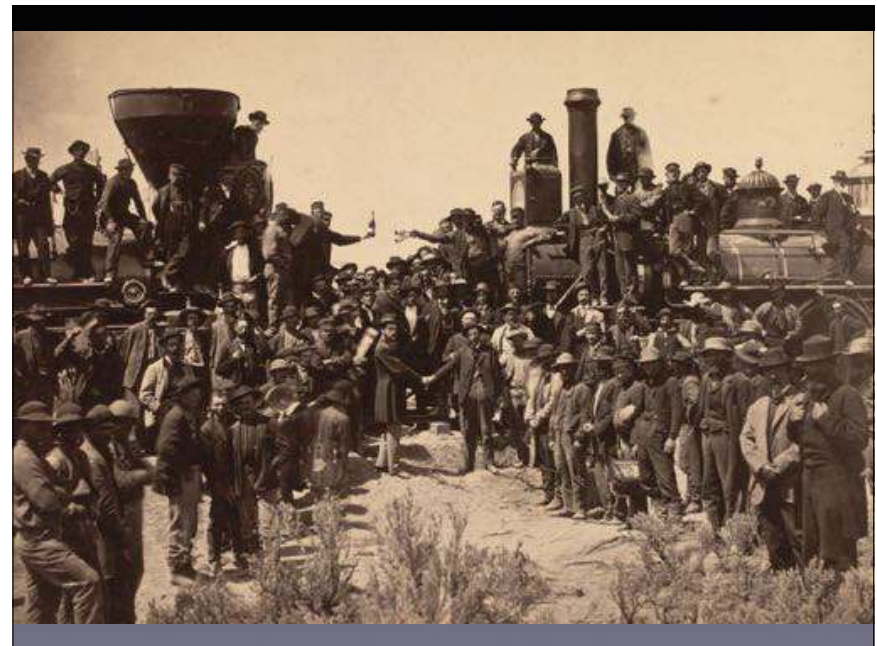
1. Use the standards / curriculum to craft an essential question that's worth answering

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



### 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.



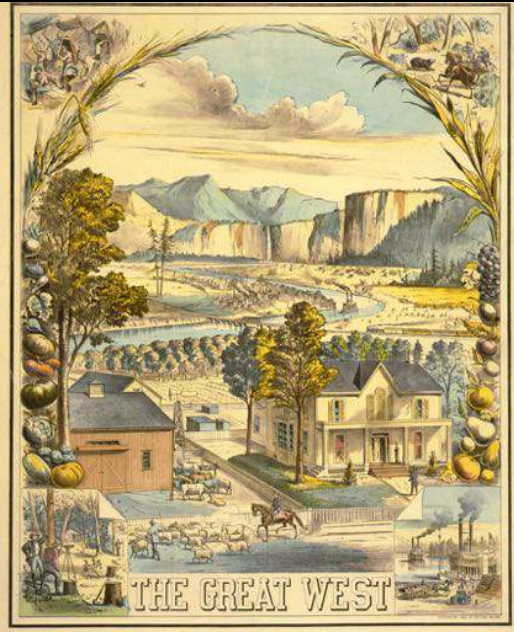
## #2: Craft and Structure: *How does the text say it?*

- 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, Contextualizin**

What's the author's point of view?

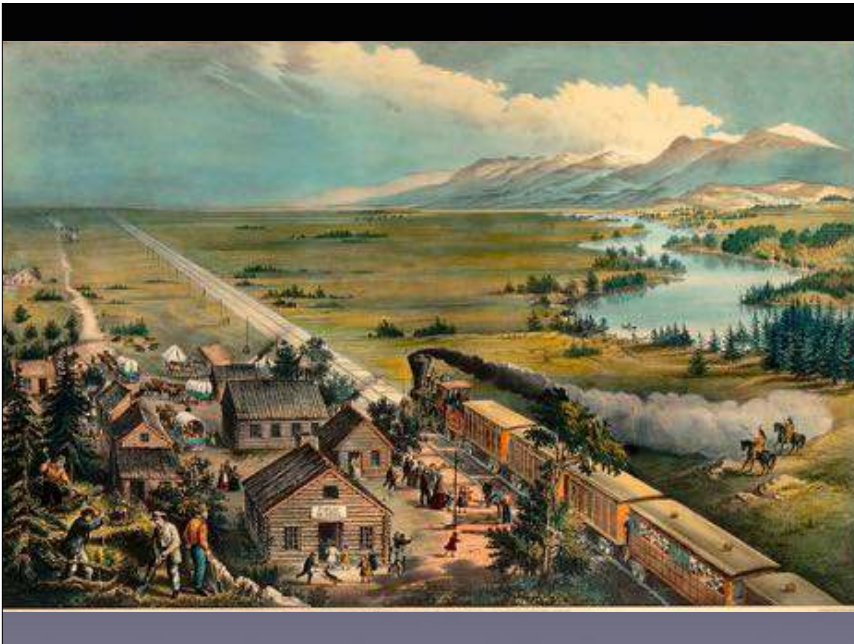
Cite evidence in the text



#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**



Four Pueblo children  
from Zuni, N.M., c. 1880

Carlisle Indian School

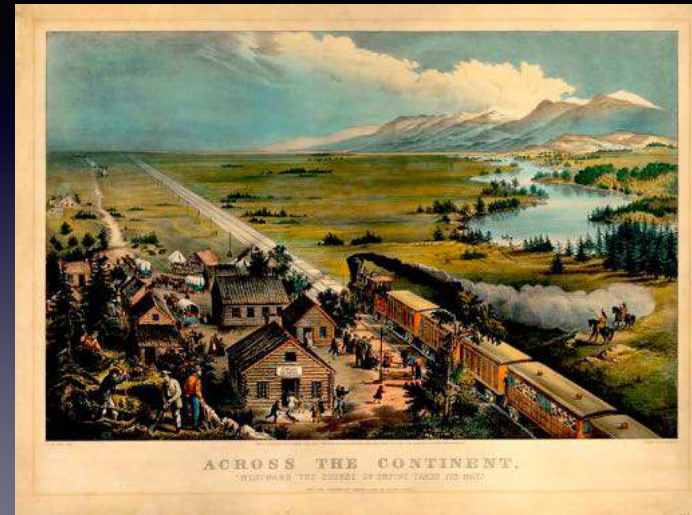


The Nation's Ward  
 Uncle Sam's Pet  
 Hands Off  
 1885

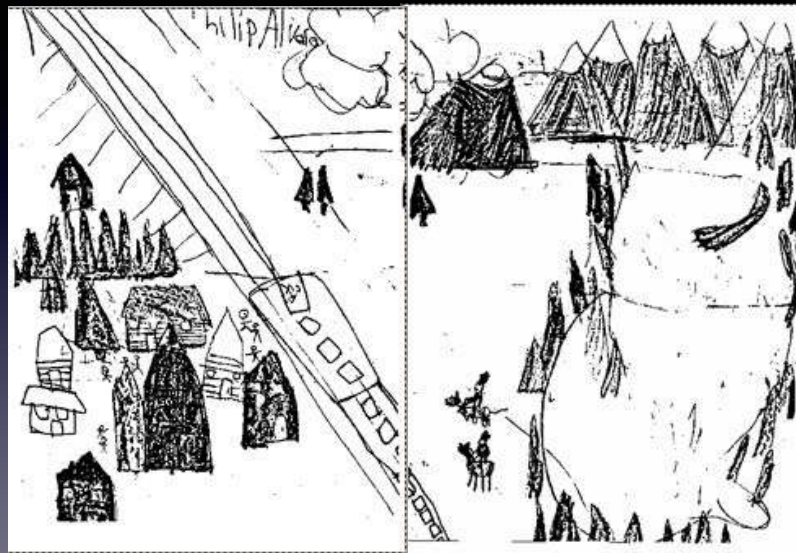
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## ACROSS THE CONTINENT

"Westward the Course of Empire Takes It's Way"



ACROSS THE CONTINENT.  
 "WESTWARD THE COURSE OF EMPIRE TAKES ITS WAY."



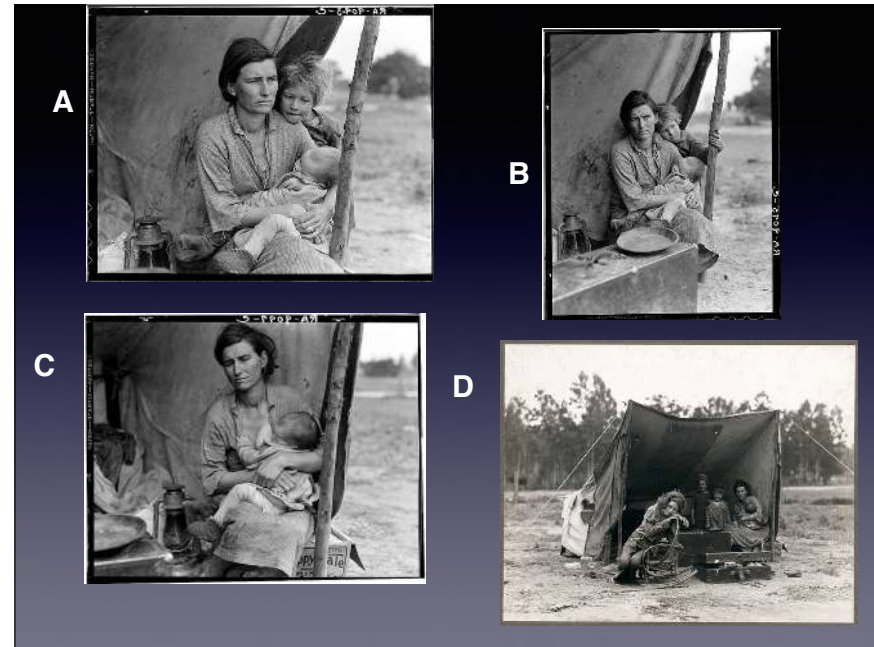
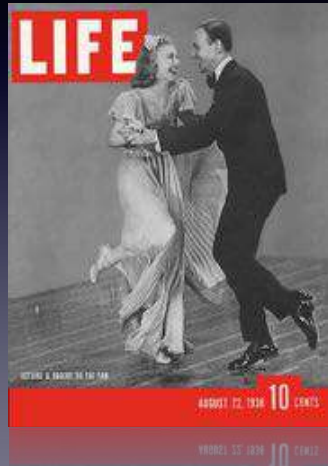
After creating  
 their own visual  
 summaries, 2nd  
 graders said:



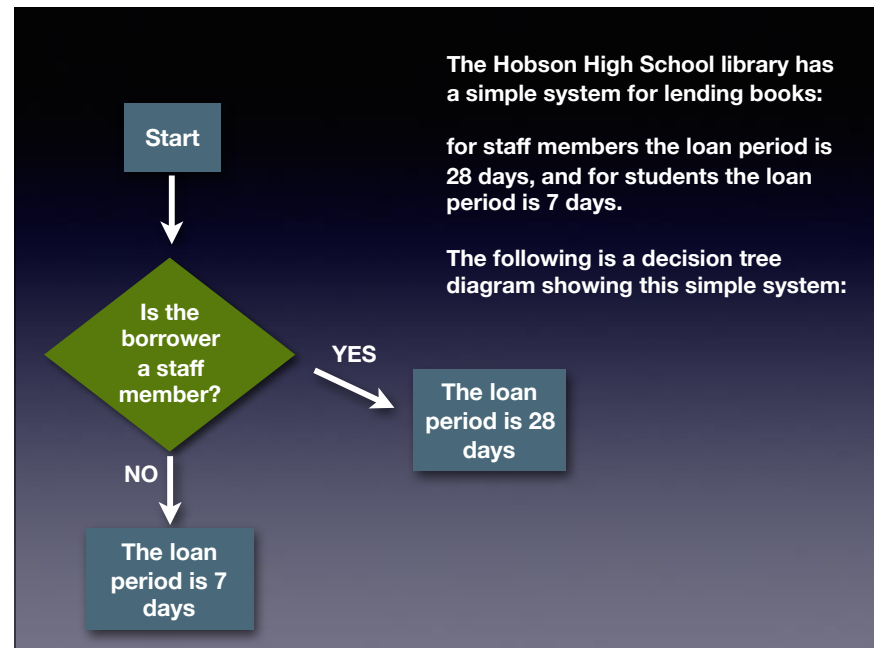
- People were **moving west**. They moved by **wagon** at first, then but **train**, which is **faster**.
- The **Indians** could see the **people coming**. They knew their **lives were changing**.
- The **railroad split** the **old** way from the **new** way.

It's 1938 - You work for Life Magazine.

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

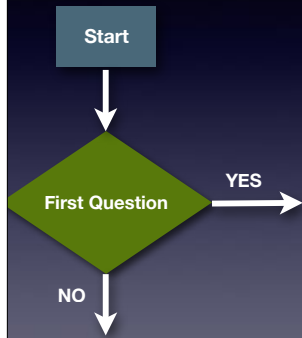


Text Structure	Description	Cue Words
Description	Describes a topic by listing characteristics, features, and examples	for example, characteristics are
Comparison	Explains how two or more things are alike and/or how they are different.	different; in contrast; alike; same as; on the other hand
Cause / 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





Develop a decision tree diagram for the Greenwood High School Library system so that an automated checking system can be designed to deal with book and magazine loans at the library.



- All publications classified as “Reserved” have a loan period of 2 days.
- For books (not including magazines) that are not on the reserved list, the loan period is 28 days for staff, and 14 days for students.
- For magazines that are not on the reserved list, the loan period is 7 days for everyone.
- Persons with any overdue items are not allowed to borrow anything.



## 3 scaffolds 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?

## 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?