

“Less Time and Not Tested: Keeping Social Studies Alive in My Elementary Classroom”

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Conference materials: <http://www.siu.edu/tps/conference-materials.shtml>

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*Organized by slide

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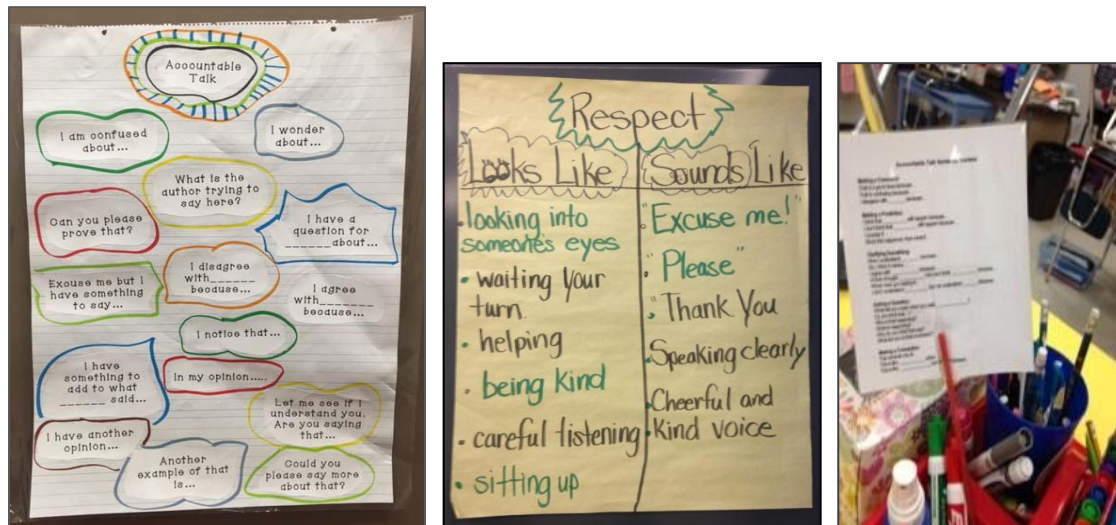
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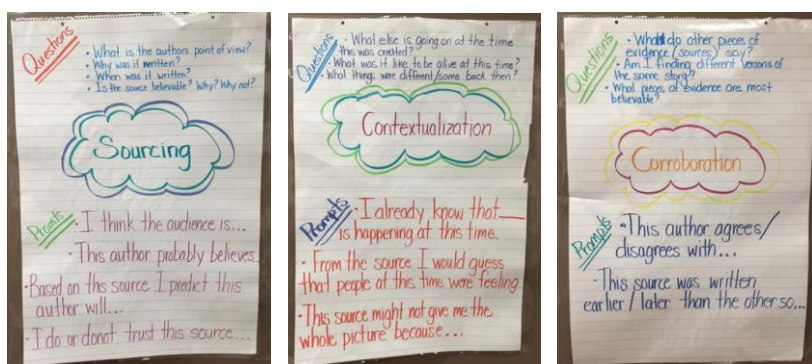
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Primary Sources Can Tell a Story

We all have people, places and things throughout our lives that become a part of our story. This is an introductory lesson that will help students understand what a primary source is and how to observe a primary source for information.

Lesson:

- Students will observe primary sources for information (dates for timeline, locations for mapping, text and image clues, etc.)
- Students will place the primary sources on a timeline to see progression
- Students will identify places related to primary sources, locate places on a map, and make connections between location, dates, and clues
- Students will learn about me through analysis of primary sources

Materials Needed:

- 5 to 7 primary sources about the teacher
- “Investigating With Primary Sources” Graphic Organizer
- Note to family

Step 1: Students will observe and pull out information from each document. They will be given the information that these primary sources are about my life. The students are investigators that will examine each primary source for clues about me and my life. They will record their findings on the “Investigating with Primary Sources” graphic organizer.

Step 2: Through analysis, students within groups will see if they can make a claim on the progression and place of each primary source while demonstrating proof using text and images from the primary sources as evidence.

Step 3: Students will ask questions concerning the primary sources to learn more about their teacher.

Step 4: Students will write a description about me (teacher), using evidence from the “Investigating with Primary Sources” graphic organizer. They should include what questions that they still have about me and what other primary sources they think may be helpful to investigate their questions.

Step 4: Students will write about “how primary sources can tell a story”.

Writing prompts: How can primary sources tell a story about a person? Are some primary sources better than others to help tell a story? Do primary sources tell the whole story?



Cheryl Best's example poster

Project assignment:

The students will return the next day with three to five primary sources (no more than two photographs) that tell their story. The students will then create a poster of their story.

The poster should include:

- 3 to 5 primary sources that tell about themselves. No more than two photographs.
- The borders of the poster will be filled with the places they have been. (local sites such as park, library, store, or vacation destinations)
- The four corners of the poster should be the roles they play as an individual: student, daughter, son, nephew, niece, baseball player, etc.

Extension:

- Use the website **www.wordle.net** to create a word cloud about them. Add the printed Wordle to the poster.
- Investigate a particular person in history using this method.

Vocabulary:

Primary Sources

Primary sources are the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

-Library of Congress-

Wordle Sheet www.wordle.net

Name_____

Brainstorm words that describe you. Check your spelling with a dictionary.

People you know	
Your interests	
Things you do	
Places you love	

Dear Family,

Please help us with this project. Your child will need 3 to 5 primary sources.

What is a primary source you ask?

Primary sources are the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

-Library of Congress-

Your child will need to bring 3 to 5 “primary sources” that tell about their life. Please do not send more than 2 photographs. The documents will become part of their poster. The sources can include a card, receipt, pamphlet, receipt, letter, ticket, or any document that tell who they are as an individual.

Thank you for your help.

Questions?

Please feel free to call.

Investigating With Primary Sources

Source	What do you see or read? (Share at least 4 observations for each source)	What do you think... about what you see or read?	What do you wonder... about what you see or read?
#1			
#2			
#3			
#4			
#5			
#6			
#7			

Adapted from: "Learning About Primary Sources" organizer, Cheryl Best/2011

What questions do you still have about this person?

What other primary sources could you investigate to learn more about your teacher **or** to answer your questions?

I wonder...	Possible Primary Sources

Adapted from: “Learning About Primary Sources” organizer, Cheryl Best/2011

Compiled by the Teaching with Primary Sources Program at Southern Illinois University Edwardsville, Last update: January 2013
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Accountable Talk Sentence Starters

Making a Comment:

That is a good idea because...

That is confusing because...

I disagree with _____ because...

Making a Prediction:

I think that _____ will happen because...

I don't think that _____ will happen because...

I wonder if...

Since this happened, then what if...

Clarifying Something:

Now I understand _____ because...

No, I think it means...

I agree with _____ because...

At first I thought _____, but now I think _____ because...

What I hear you saying is...

I don't understand _____, but I do understand _____ because...

Asking a Question:

What did you mean when you said _____?

Do you think that...?

Why is that happening?

What is happening?

Why do you think that way?

What led you to that conclusion?

Making a Connection:

This reminds me of...

This is like _____ when...

This is like _____, but different because...

Name _____ Date _____

STOP AND WRITE

One thing I already know about _____

is _____.

When I read _____, I understand

_____.

I also understand _____

as I read _____.

I would like to know more about _____

_____.

One question I have is _____

_____?

Name _____ Date _____

STOP AND WRITE

One thing I already know about _____

is _____.

When I read _____, I understand

_____.

I also understand _____

as I read _____.

I would like to know more about _____

_____.

One question I have is _____

_____?

Museum Gallery Walk

1-2 days, 3rd – 5th grades

The **Museum Gallery Walk** is a strategy for analyzing a set of related primary sources. Students should share what they know and want to know about women's suffrage in America previous to this activity. They should also be familiar with analyzing a primary source using the **Observe/Reflect/Question method (ORQ)**¹.



Women's Suffrage - Primary Source Set
From Teacher Resources - Library of Congress

1. Select 6 sources from the **Women's Suffrage primary source set** from the Library of Congress². **Display** primary sources around the classroom. Each source should be labeled (# 1, # 2, etc.)

****Tip:** The **Teacher's Guide for the Woman Suffrage Primary Source Set** provides a study of the following: chronology of the women's suffrage movement, comparisons between the suffrage movement in the U.S. and in England, or the study of the state's voting history, especially for states with early voting rights for women.*

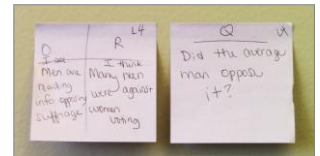
2. Provide students with a **focus question**³ to keep them on-track. An example **focus question** could be, "What do these sources tell you about the women's suffrage movement in the United States?"

3. **Divide the class into groups** of 3 to 4 students. Each group should: have a unique color of sticky notes, a designated recorder for their group, and be assigned one primary source to begin their walk.



4. The groups will use sticky notes to **record their observations and reflections** and place each sticky note around the source (See image 1 & 2). **Student questions** can also be written on separate sticky notes. (See image 3). The groups are given 3-5 minutes for each source.

****Tip:** Instead of sticky notes, students can use different colored markers on chart paper to record thinking.*



****Tip:** Ask students to observe silently for thirty seconds before discussing with group.*

Remind students to anchor reflections/questions with observations.

E.G. I think/wonder _____, because I read/saw _____.
reflection / wonder observation

5. The **groups rotate to the next primary source** and repeat the same process for each source and **add more thinking**.

****Tip:** Students will need more time with each round because they must read previous ORQs in addition to the source. This allows students to think deeper, going beyond what has already been observed and reflected upon by previous groups.*

¹ **Library of Congress Analysis Tool (Utilizes an ORQ method)** <http://www.loc.gov/teachers/usingprimarysources/guides.html>

² **Women's Suffrage - Primary Source Set**, Teacher Resources - Library of Congress, <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

³ A **focus question** helps students focus their analysis of a primary source(s) and is open-ended and relates directly to the primary source(s) being studied.

- The **groups** return to their first source to **discuss** what **ORQs** were added (3-5 minute discussion).

Tip: If creating **ORQs is a **beginning skill** for students, this would be a great time to model how students can double-check to see if the reflections and questions were anchored with an observation (detail) that was observed in the source.*

- Each **group** writes a **short summary** about their source (5-10 minutes). This includes when it was made, who the audience is, and the key details (**ORQs**) in the image that explains why the source was created.
- Each group **shares their summary** to the whole group (2 minutes per group).

Analyze and Synthesize, Going Deeper

- Whole group discussion:** How did the **ORQs** change as each additional group added more ORQs? Were the reflections “deeper”? What observations were most important? Were the questions “deeper”? How do we know?
- Students do a **quick write**⁴ to answer the **focus question** independently.
“What do these sources tell you about the women suffrage movement in the United States?”

Assessing Understanding

Did students access prior knowledge of the topic?

Did students show evidence of their thinking by referencing key details from the source?

Did students’ writing refer to how multiple sources prompted a new idea or understanding of a topic?

Fourth-grade Common Core State Standards met by this activity:

CC.4.R.1.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.1.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

IL State Standard

16.A.1 Apply the skills of historical analysis and interpretation.

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⁴ A “**quick write**” is a literacy support strategy where students are given 5 minutes to write a response to an open-ended question. There is no single right way to answer, except that writing must be supported with evidence from the primary source.

Gallery Walk Teaching Strategy

Rationale

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students examine multiple historical documents. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Procedure

Step one: Select sources

Select the sources (e.g. excerpts, images, documents, and/or student work) you will be using for the gallery walk. You could also have students, individually or in small groups, select the sources for the gallery walk.

Step two: Organize sources around the classroom

Texts should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular source. Sources can be hung on walls or placed on tables. The most important factor is that the sources are spread far enough apart to reduce significant crowding.

Step three: Instruct students on how to walk through the gallery

Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, utilize a graphic organizer like the Library of Congress Analysis Tool for students to complete as they view the “exhibit” that is on display. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. Students should be encouraged to disperse themselves around the room. When too many students cluster around one source, it not only makes it difficult for students to view the source, but it also increases the likelihood of off-task behavior.

Minimum standards met by this strategy:

CCSS.ELA-LITERACY.RH.6-12.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources (connecting insights gained from specific details to an understanding of the text as a whole, 11-12th).

CCSS.ELA-LITERACY.RH.6-12.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text (and makes clear the relationships among the key details and ideas, 11-12th).

CCSS.ELA-LITERACY.RH.6-12.6 Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (6-8th). Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (9-10th). Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence (11-12th).

CCSS.ELA-LITERACY.WHST.6-12.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.6-12.1 Comprehension and Collaboration: Engage (initiate and participate, 9-12th) effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-12 topics and texts (and issues, 9-12th), building on others' ideas and expressing their own clearly (and persuasively, 9-12th).

IL State Standard

16. A- Apply the skills of historical analysis and interpretation.

16. B- Understand the development of significant political events.

Variations

Pass Back Analysis

As suggested by a TPS High School Teacher, Gregory Vaughn, a Pass Back Analysis allows students to “group” by rows and “passing back” the source after analysis rather than having students physically move to another source. This strategy allows students to build on the analysis and thinking with their peers without moving around the classroom. This modification is helpful when a teacher faces physical space constraints of a classroom.

Bell Ringer Analysis

Do you teach two or more sections of the same class and have a tough time adding in an analysis exercise for every unit? A TPS Middle School Teacher, Keith Kinder, suggests having each class add a layer of observations, reflections and questions about a primary source(s) as a bell ringer activity. On the next day, each class can read all student responses made from each section of a class to kick off a discussion on the topic/theme under study.

Consider a strategy that allows students to collaborate and think deeply but without speaking.

Big Paper - Building a Silent Conversation

Rationale

This discussion strategy uses writing and silence as tools to help students explore a topic in-depth. Having a written conversation with peers slows down students' thinking process and gives them an opportunity to focus on the views of others. This strategy also creates a visual record of students' thoughts and questions that can be referred to later in a course. Using the Big Paper strategy can help engage shy students who are not as likely to participate in a verbal discussion. After using this strategy several times, students' comfort, confidence, and skill with this method increases.

Procedure

Step one: Preparation

First, you will need to select the primary sources that students will respond to. Groups can be given the same source for discussion, but more often they are given different sources related to the same theme. This activity works best when students are working in pairs or triads. Make sure that all students have a pen or marker. Some teachers have students use different colored markers to make it easier to see the back-and-forth flow of a conversation. Each group also needs a “big paper” (typically a sheet of poster paper) that can fit a written conversation and added comments. In the middle of the page, tape the primary source that will be used to spark the students' discussion.

Step two: The Importance of Silence

Inform the class that this activity will be completed in silence. All communication is done in writing. Students should be told that they will have time to speak in pairs and in the large groups later. Go over all of the instructions at the beginning so that they do not ask questions during the activity. Also, before the activity starts, the teacher should ask students if they have questions, to minimize the chance that students will interrupt the silence once it has begun. You can also remind students of their task as they begin each new step.

Step three: Comment on Your Big Paper

Each group receives a Big Paper and each student a marker or pen. The groups read the primary source in silence to notice observations, reflections and questions. After students have read, they are to comment on the source, and ask questions of each other in writing on the Big Paper. The written conversation must relate to the primary source. If someone in the group writes a question, another member of the group should address the question by writing on the big paper. Students can draw lines connecting a comment to a particular question. Make sure students know that more than one of them can write on the big paper at the same time. The teacher can determine the length of this step, but it should be at least 15 minutes.

Step four: Comment on Other Big Papers

Still working in silence, the students leave their partner and walk around reading the other Big Papers. Students bring their marker or pen with them and can write comments or further questions for thought on other Big Papers. Again, the teacher can determine the length of time for this step based on the number of Big Papers and his/her knowledge of the students.

Step five: Return to Your Own Big Paper

Silence is broken. The pairs rejoin back at their own Big Paper. They should look at any comments written by others. Now they can have a free, verbal conversation about the text, their own comments, what they read on other papers, and comments their fellow students wrote back to them. At this point, you might ask students to take out their journals and identify a question or comment that stands out to them at this moment.

Step six: Class Discussion

Finally, debrief the process with the large group. The conversation can begin with a simple prompt such as, "What did you learn from doing this activity?" This is the time to delve deeper into the content and use ideas on the Big Papers to bring out the students' thoughts. The discussion can also touch upon the importance and difficulty of staying silent and the level of comfort with this activity.

Resource:

Gallery Walk and Big Paper Strategies were influenced by and modified from:
Facing History and Ourselves, Educator Resources- Teaching Strategies,
<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/>

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