

THINKING WITH PRIMARY SOURCES

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**What
is a
primary source?**

Definitions

- Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. www.loc.gov/teachers/usingprimarysources



HOW DO YOU USE PRIMARY
SOURCES IN THE CLASSROOM?

Goals for Today

- Learn various thinking routines and strategies to use primary sources.
- Learn ways to locate primary sources for your classroom with the Library of Congress

HISTORICAL THINKING CHART

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



PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

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FURTHER INVESTIGATION

LIBRARY OF CONGRESS | LOC.gov/teachers

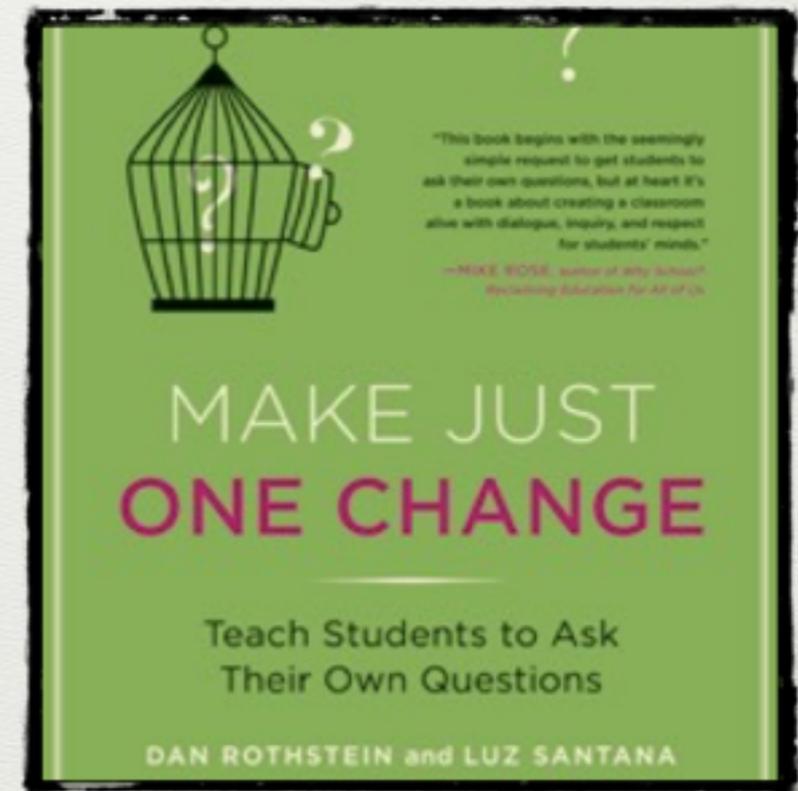


See? Think? Wonder?
Observe, Reflect, Question

The RQI Questions Formulation Technique

1. The Question Focus (QFocus)
2. The Rules for Producing Questions
3. Producing Questions
4. Categorizing Questions
5. Prioritizing Questions
6. Next Steps
7. Reflection

<http://rightquestion.org>



Democracy guarantees freedom.

Rules for Questioning:

- § Ask as many questions as you can
 - § Do not stop to answer, judge or to discuss the questions
 - § Write down every question exactly as it is stated
-
- Corporal Jimmie Shohara, bust portrait, facing front. His two ribbons are for good behavior pre-Pearl Harbor and Rifle and Pistol Citations. He visited his parents who were confined at Manzanar (but who were American citizens by birth).
 - Adams, Ansel, photographer. Corporal Jimmie Shohara, Manzanar Relocation Center, Calif. / photograph by Ansel Adams. [1943] Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/2001704602>.



Statements

The Revolutionary War was revolutionary.

The Civil War was not civil.

Lights changed the world.

The Corp of Discovery changed the face of America.

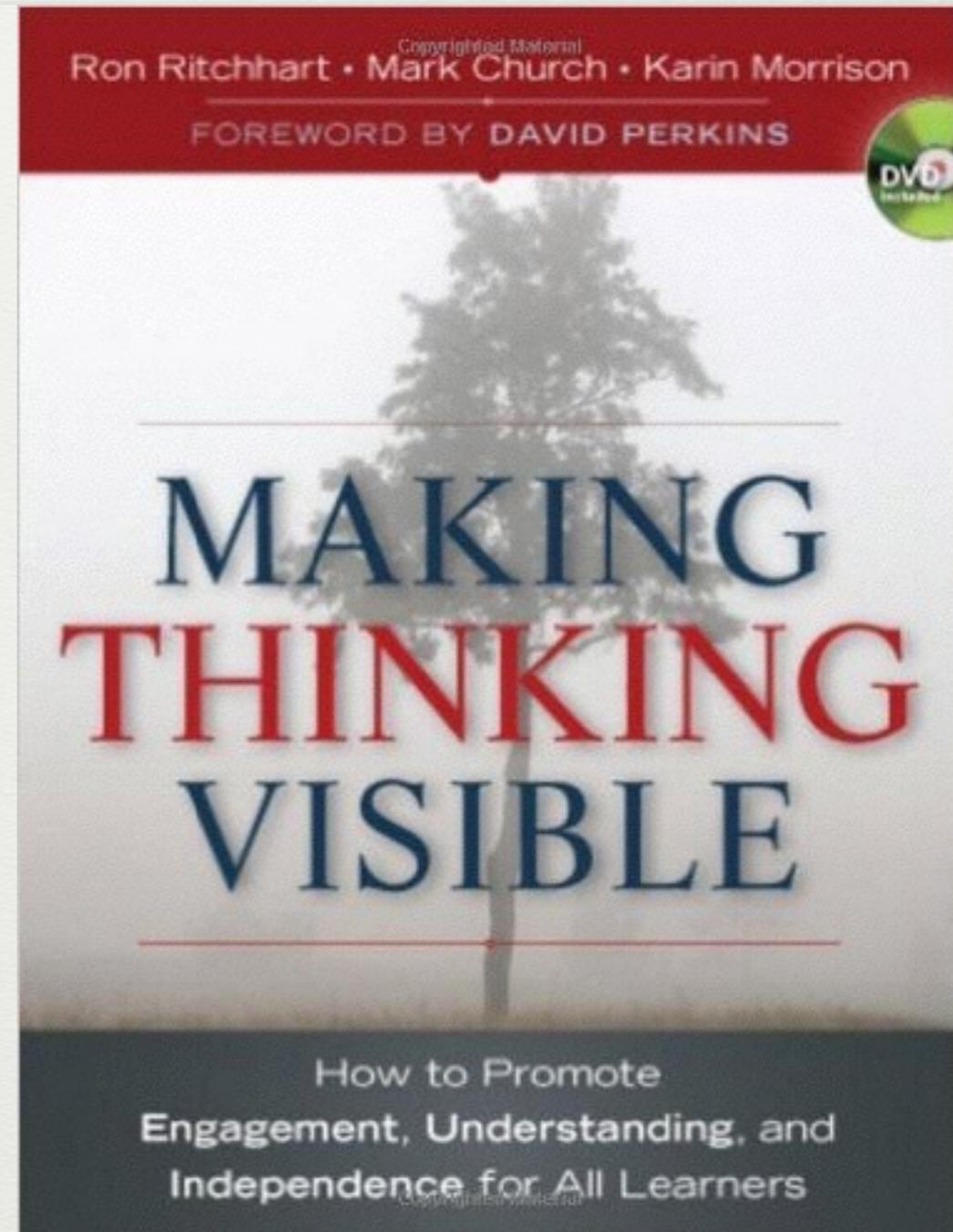
The Preamble is the core of our government.

The Gettysburg Address changed the war.

Movements change everything.

Visible Thinking

- Visible Thinking is a research-based approach to teaching thinking,
- Visible Thinking is a varied collection of practices, including thinking routines.
- <http://www.visiblethinkingpz.org>



The Four C's

Connections: What do you connect to?

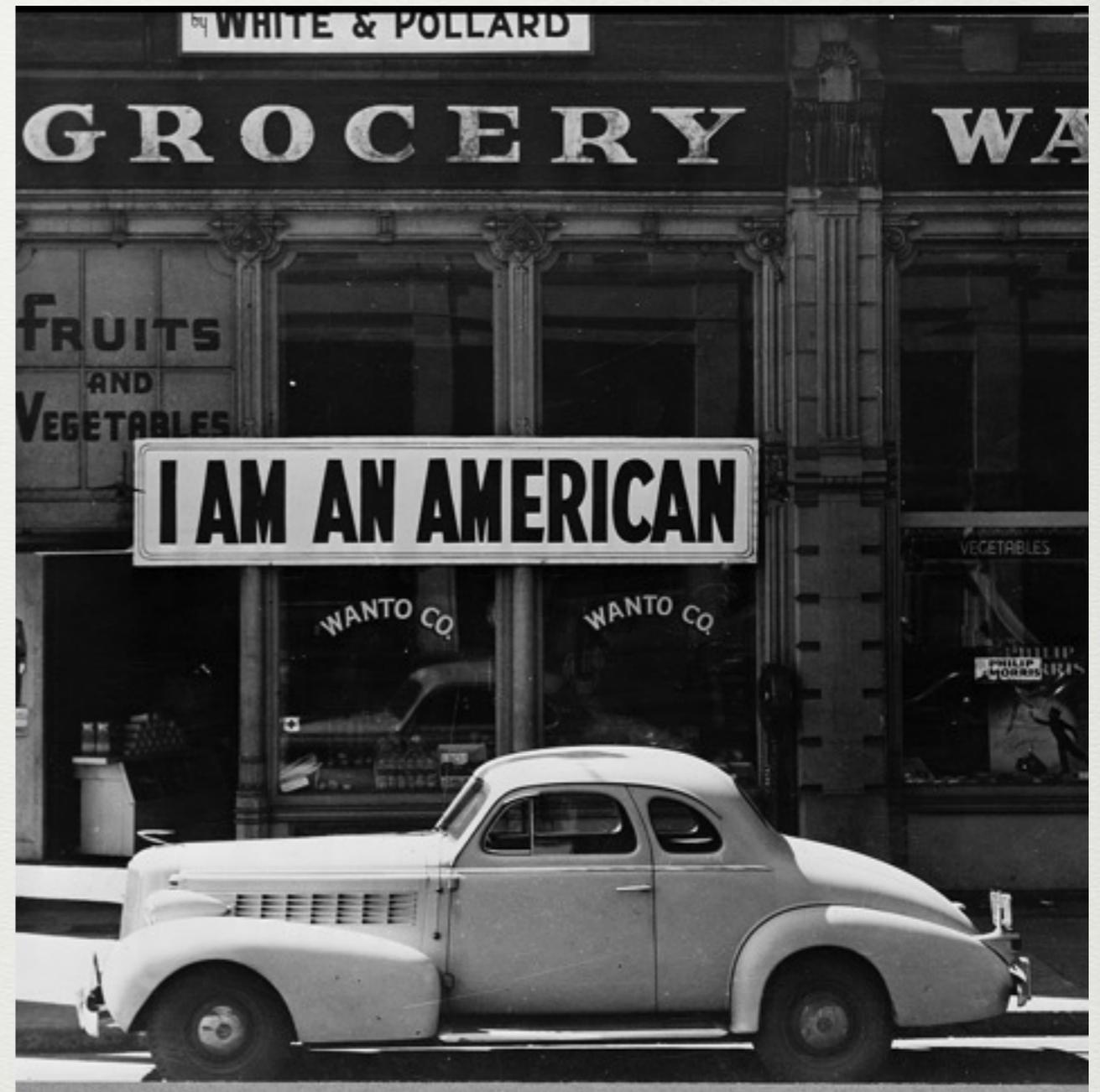
Challenge: What challenges your thinking?

Concepts: What do you need to hold on to?

Changes: What changes in attitude or thinking do you have now?

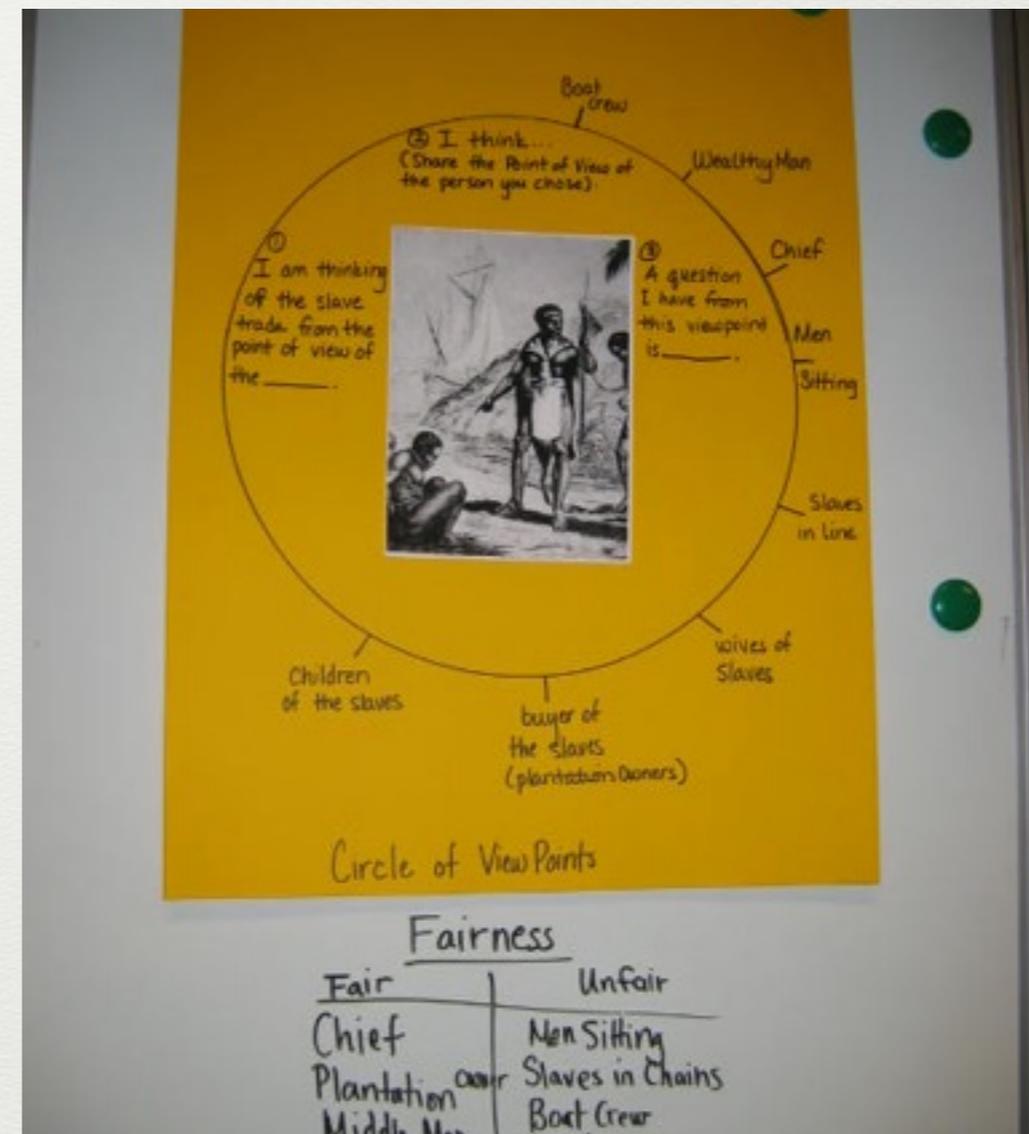
Let's practice!

- Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war



Circle of Viewpoints

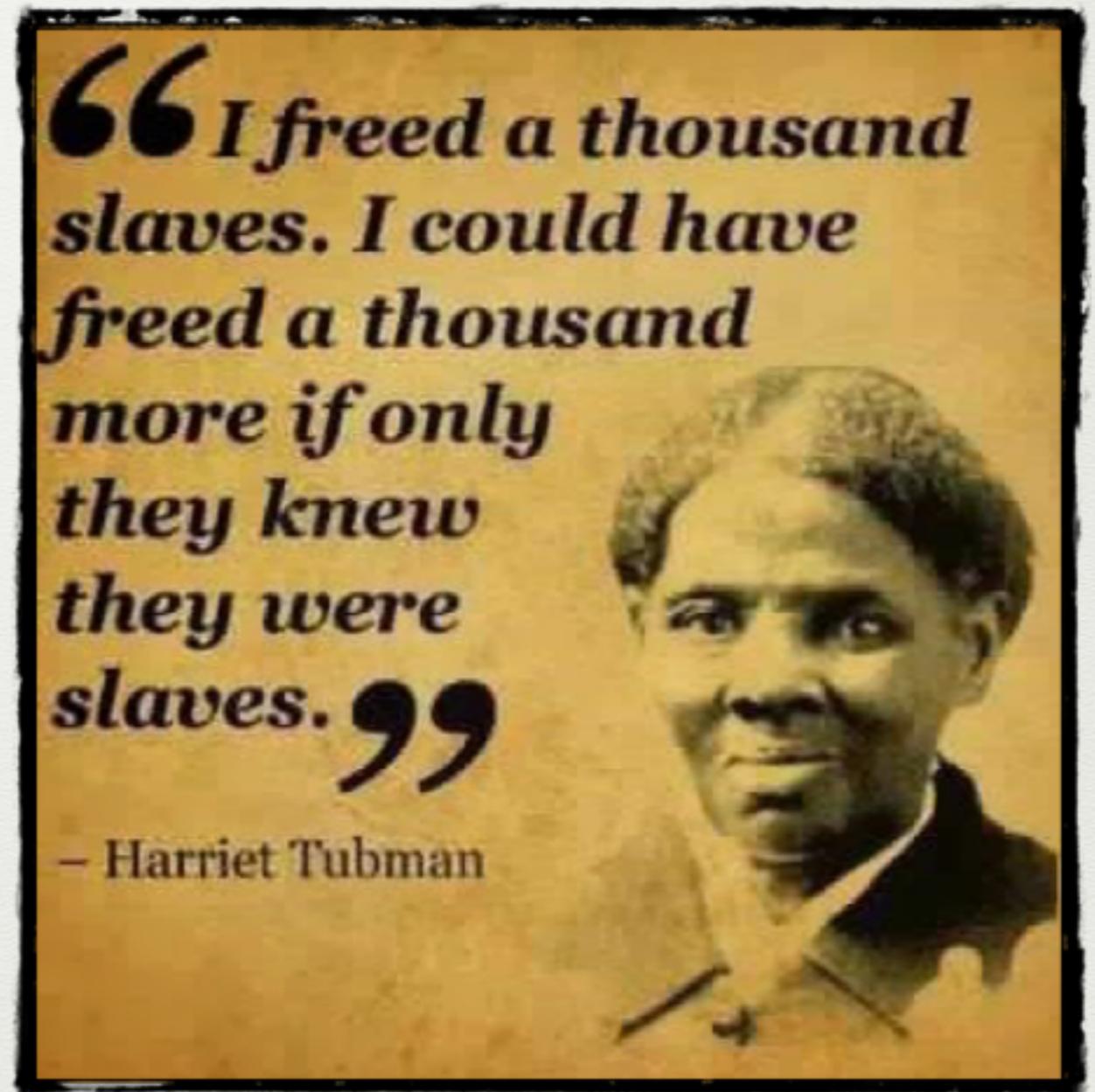
- wives
- children
- slave trader
- the slave in chains
- the plantation owners





New thoughts

- I used to think...
- Now I think...



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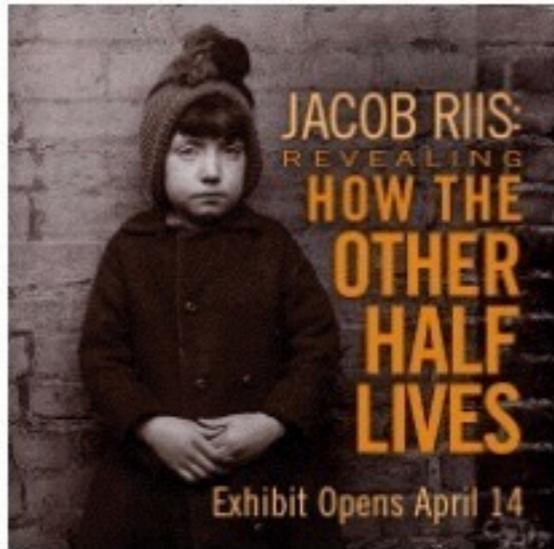
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About the Library



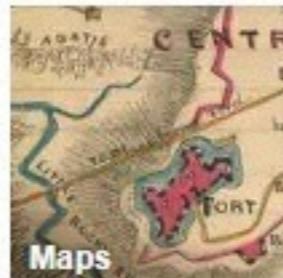
- About the Library
- History of the Library
- Support the Library
- Jobs & Fellowships
- Frequently Asked Questions

More About the Library »

News from the Library

2016 "Mostly Lost" Films Workshop

Collection Highlights



Topics

- African American History
- American History
- Art & Architecture
- Geography & Places
- Gov't, Law & Politics
- Literature & Poetry
- Local History & Folklife
- Performing Arts
- Religion & Philosophy
- Science & Technology
- Social & Business History
- Sports & Recreation
- War & Military
- Women's History
- World Cultures & History

Especially for

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Featured Videos from the Library of Congress

CONGRESS.GOV
U.S. Legislative Information

Copyright
U.S. Copyright Office

Library Catalog
Search and browse records

Resources & Programs

- American Folklife Center
- Center for the Book
- Concerts
- Copyright Royalty Board
- Digital Preservation
- FEDLINK
- John W. Kluge Center
- NLS: Services to the Blind & Physically Handicapped
- Poetry & Literature Center

“Children should be taught
how to think.”

Margaret Mead

Thank you!

Please feel free to contact me either on the TPS Teachers Network or at my email address

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Bibliography

Library of Congress- <https://www.loc.gov>

Library of Congress 2015 Conference on-line webinars: <http://www.loc.gov/teachers/professionaldevelopment/webinar/online-conference-2015.html?loclr=blogtea>

All Library of Congress Professional Development Webinars- <https://loc.gov/teachers/professionaldevelopment/webinar/?loclr=blogtea>

The Right Question Institute- <http://rightquestion.org/educators/resources/>

TPS Teacher Network- <http://tpsteachersnetwork.org/>

Visual Thinking Routines- <http://www.visiblethinkingpz.org/>

Connections to the New Social Studies Standards

Developing Questions and Planning Inquiries

Constructing Essential Questions

SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.

Constructing Supporting Questions

SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.

Determining Helpful Sources

SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.

http://www.isbe.net/ils/social_science/pdf/ss-stds-grade5-012716.pdf