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The Question Can is the most basic strategy to teaching not only questioning skills but also a great way to introduce primary sources to your little ones. Share how each question word helps us learn more about a source.

- WHO? = People
- WHEN? = Time
- WHERE? = Place
- WHY? = Explain
- WHAT? = Explain
- HOW? = Explain

Add these stems in a can. Have students look closely at the source before choosing a stem. Chart or add each question to a question wall. If you use sticky notes you can have your students place the question directly on the sources. Afterwards you can look through each question to see if they can help us answer the anchor or essential question you have presented to the students.

I see, I think, & I Wonder approach can be used with any age. This approach is a modification of the Library of Congress Analysis Tool (Observe, Reflect, & Question). You can use chart paper or create a graphic to capture what students see, think, and wonder about the source.

Name: _____		
 I see ...	 I think ...	 I wonder ...

I like to have students take a dry erase marker to circle the evidence from the source that helps support their thinking. Again, we always go back to that essential question to help guide thinking and to notice more details about the source and topic of study. This approach is a great way to teach students to think, question and build upon their knowledge.

Variations:

Add these stems onto sticks and pass around or put on different colored sticky notes for students to place directly on a source.

Sometimes I give one source to a small group and have them complete an analysis together as a group, and then they have to share it with the whole group. Once each small group has shared their findings, together the whole class creates a summary from the sources.

Fold

Zoom-In is a strategy where students uncover a primary source image piece by piece in order slow down the analysis and allow students to notice more details and think more deeply about a source. Also, complex sources with more detail and symbolism, like illustrations or political cartoons, work best with this type of strategy.



This strategy works well with the whole class using a smart board. Or, place students in small groups of four with an analysis tool for each student to record (observe, reflect, and question). Have students study the first piece silently for a minute. Then have students share their observations, reflections, and questions in small groups. Repeat this step with each new piece. I limit the zoom-in to 3 pieces, although 2 pieces is more time manageable.

Variation: Create a specific question for each piece to help target the analysis.

Resource: Zoom-In Strategy, http://www.tpsnva.org/tps/step1/workshop/4/m_a/zooms/index.php

Museum Gallery Walk is one of my favorite activities to teach with primary sources. I like to hang at least 6 to 8 sources around on chart paper. I post a graphic and have them use a clipboard and walk around in small groups to record silently and on their own. Sometimes I play music with the era to get the students thinking and more engaged into the period. I set my timer for a minute for each source. Then I allow them to go back with their group and discuss and share their findings with their friends. One person from each group writes a group summary that they will share with the whole group. This activity does not have to be completed silently.



Variation: Tape the source in the center of a chart paper and have students use different color markers to analyze the source; "I See" in red, "I think" in green, and "I wonder" in black.

Resource for strategy:

Gallery Walk, <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/gallery-walk-teaching-strateg>

Big Paper is a silent collaborative thinking type of activity using chart paper with a primary source taped in the middle. Students use



different color markers to walk around the room and comment on the chart paper. I set my timer for a minute for each source. I post one or two questions with each source on the chart. Sometimes I have the students observe and reflect upon a primary source quickly then ask a question. This changes their thinking of what they share on the chart. Sometimes the students have to read what others have written and write a particular stem, for example, "I agree", "I disagree", or "I'd like to add". I have also had students compare and contrast right on the chart paper so students can see a definite focus.

Once a chart has been completed, I always have the students summarize what the chart tells about the essential or anchor question that has been posted and shared before the activity. This is important anytime you are analyzing a primary source(s).



Variation: "The Big Paper activity can also be structured as a gallery walk. With this structure, Big Papers are taped to the walls or placed on tables, and students comment on the Big Papers in silence, at their own pace."

Resource for strategy:

Big Paper, <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/big-paper-building-silent-con>

A Common Core Connection

The use of primary sources naturally meets a variety of Common Core State Standards. The Common Core State Standards, Reading Informational Text (RI) and Speaking and Listening (SL), can be met when integrating the collaborative strategies mentioned above. If literature is included into the analysis with a primary source, at least one Reading Literature (RL) standard can be met. All the strategies above prepare students to write. Assign a writing task such as a summary, journal entry, or "quick write" after the primary source analysis to meet at least one writing standard (W).

Question Can: Slavery and Henry Box Brown

Was it fair for Henry to have to mail himself to gain freedom?



A. Donnelly, c1850. The resurrection of Henry Box Brown at Philadelphia, who escaped from Richmond Va. in a box 3 feet long 2 1/2 ft. deep and 2 ft wide. New York. Prints and Photographs Division, Library of Congress <http://www.loc.gov/pictures/item/2004665363/>

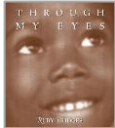


Levine, E. & Nelson, K. (2007). *Henry's freedom box*. New York: Scholastic Press.

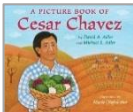
Question Can: More Source Ideas



Bridges, R., & Maccarone, G. (2003). *Let's read about ruby bridges*. New York, NY: Scholastic.



Bridges, R. (1999). *Through my eyes*. New York: Scholastic Press.



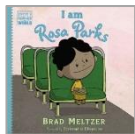
Adler, D., Adler, M. & Olofsdotter, M. (2010). *A picture book of Cesar Chavez*. New York: Holiday House.



Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978. Prints and Photographs Division, Library of Congress. http://www.americaslibrary.gov/aa/chavez/aa_chavez_huelga_2_e.html



New York World-Telegram and Sun Collection. Woman fingerprinted. Mrs. Rosa Parks, Negro seamstress, whose refusal to move to the back of a bus touched off the bus boycott in Montgomery, Ala. 1956. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/exhibits/naacp/the-civil-rights-era.html>



Meltzer, B. & Eliopoulos, C. (2014). *I am Rosa Parks*. New York: Dial Books for Young Readers, an imprint of Penguin Group (USA) LLC.

I see, I think, I wonder: Children at the turn of the Century & Child Labor

Is it fair to have children work?



Breaker boys, Woodward Coal Mines, Kingston, Pa. c1900. Detroit Publishing Co. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/item/det1994007312/pp/>



Hine, Lewis Wickes. May, 1910. 5 year old Helen and her stepsisters "hulling" strawberries at Johnson's Hulling Station, Seaford, Del. Helen is an orphan, who one month after death of her widowed mother, was adopted by the Hope family of Seaford, Del. This is her 2d season at Johnson's Hulling Station. On the day of the investigation she started working at 6 A.M. and at 6 P.M. the same day Helen was still hulling strawberries. Location: Seaford, Delaware. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/collection/nclc/item/ncl2004002309/pp/>

Zoom-In Technique: Westward Expansion

Was westward expansion fair or unfair? And to whom?



Croft, George A. c1873. American progress. Other Titles: Westward the course of destiny, Westward ho! Manifest destiny. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/item/97507547/>

Zoom-In Technique: emancipation

How does Nast illustrate unfairness and fairness?



King & Baird, engraver. Nast, Thomas, artist. C1865. Emancipation / Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/2004665360/>

Museum Gallery Walk: World War II & Japanese Internment

How does unfairness affect a community? How do we decide what is fair?



Civilian exclusion order #5, posted at First and Front streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation. April, 1942.
Prints and Photographs Division, Library of Congress <http://loc.gov/pictures/item/2001705937/>



Lange, Dorothea. March, 1942. 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
Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2004665381/>



Lee, Russell. April, 1942. Los Angeles, California. A store in Little Tokyo. Prints and Photographs Division, Library of Congress <http://loc.gov/pictures/item/fsa2000049194/pp/>



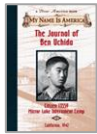
Mother and three children on train from Los Angeles to Manzanar. 1942 April. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2001697372/>



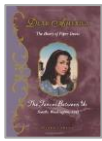
Ansel Adams. 1943. Mess line, noon, Manzanar Relocation Center, California. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/collection/manz/item/2002695984/>



Manzanar, Calif. April 1942. Mealtime at the Japanese war relocation center 1942. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2001701773/>

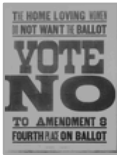


Denenberg, B. (1999). *The journal of Ben Uchida, citizen 13559, Mirror Lake Internment Camp*. New York: Scholastic Inc.



Larson, K. (2010). *The fences between us : the diary of Piper Davis*. New York: Scholastic

Museum Gallery Walk: Suffrage Movement



Louis Roesch Co., October 1911. The Home Loving Women Do Not Want the Ballot. Poster. San Francisco: The Records of the National Woman's Party. Prints and Photographs Division, Library of Congress <http://hdl.loc.gov/loc.mss/mnwp.159004>



Gustin, E. W. Election Day! Political cartoon. c1909. From the Library of Congress, By Popular Demand: "Votes for Women" Suffrage Pictures, 1850-1920. Prints and Photographs Division, Library of Congress <http://www.loc.gov/pictures/item/97500226/>



Mayer, Henry, artist. *The Awakening*. Illustration. *Puck*: volume 77, no. 1981, February 20, 1915, pages 14-15. From the Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/98502844/>



NAACP. At the Ballot Box, Everybody is Equal, Register and Vote: Join the NAACP, between 1970-1979. Poster. Gary Yanker Collection, Prints and Photographs Division, Library of Congress (130.00.00) Courtesy of the NAACP: <http://www.loc.gov/exhibits/naacp/a-renewal-of-the-struggle.html#obj0>



"Sojourner Truth." Print. n.d. From the Library of Congress, *Miller NAWSA Suffrage Scrapbooks, 1897-1911*. Prints and Photographs Division, Library of Congress <http://www.loc.gov/item/rbcmiller001306>

Museum Gallery Walk: Racial Discrimination & Segregation



Vachon, John. April, 1938. Drinking fountain on the county courthouse lawn, Halifax, North Carolina. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/item/fsa1997003218/PP/>



Lee, Russell. July, 1939. Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/item/fsa1997026728/PP/>



Wolcott, Marion Post. January, 1939. Lunchroom near Belle Glade, Florida. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/fsa2000030908/PP/>



Wolcott, Marion Post. October, 1939? Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/fsa1998013484/PP/>



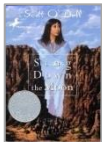
Wolcott, Marion Post. October, 1939? Beale Street, Memphis, Tennessee. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/fsa1998013763/PP/>

Big Paper: Collaborative Thinking Chart, Assimilation of American Indians

Were the American Indians treated fairly?



Choate, J. N. November 4, 1886. Chiricahua Apaches as they arrived at Carlisle from Fort Marion, Florida / Choate Carlisle, P. A. Library of Congress.
[http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+10032903\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032903)))



O'Dell, S. (1992). *Sing down the moon*. New York, N.Y.: O'Dell



Choate, J. N. 1886. Chiricahua Apaches four months after arriving at Carlisle / Choate Carlisle, P. A. Library of Congress.
[http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+10032904\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10032904)))

Big Paper: Collaborative Thinking Chart, Response to September 11, 2001 Attacks

How do these sources share unfairness or injustice?

What other primary sources and perspectives could offer yet a different response to 9/11?



Jackson, Alan. November 7, 2001. Where Were You (When The World Stopped Turning



Hesh, Linda. 2001. Safe – Suspect. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/exhibits/911/911-exitart.html>



Ross, Alex. Superman and the heroes of September 11, 2001. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/exhibits/911/911-comics.html>



Lau, Barbara, Interviewer. Kong, Ran, Interviewee. October 14, 2001. Interview with Ran Kong, Greensboro, North Carolina. Library of Congress.
[http://memory.loc.gov/cgi-bin/query/r?ammem/afc911bib:@field\(DOCID+@lit\(afc911000141\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/afc911bib:@field(DOCID+@lit(afc911000141)))