



# Exploring Different Types of Primary Sources

Maine DOE  
Virtual PD Offering  
4/16/2020

# Why Literacy in Social Studies?

We have traditionally taught kids what they should think/know instead of teaching them how to think. Bruce VanSledright says that we engage in “heritage teaching” versus “teaching history”. (2007)

NAEP reading scores have been flat since 1998, with just a third or so of students performing at a level that NAEP defines as “proficient”. Performance gaps between lower-income students and their more affluent peers, among other demographic discrepancies, have remained stubbornly wide.

# Why Literacy in Social Studies?

Students need to be engaged in disciplinary literacy in social studies because of how authors write. If readers can't supply the missing information, they have a hard time making sense of the text regardless of their reading level. If students arrive at high school without knowing who won the Civil War they'll have a hard time understanding a textbook passage about Reconstruction.

Worse yet, what if they don't know about the mutilation of Lincoln?

# Why Literacy in Social Studies?

**“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”**

# Why Literacy in Social Studies?

Directions: Answer the following questions in complete sentences. Be sure to use your best handwriting.

1. What is traxoline?
2. Where is traxoline montilled?
3. How is traxoline quaselled?
4. Why is it important to know about traxoline?

From the insight of Judith Lanier - University Michigan

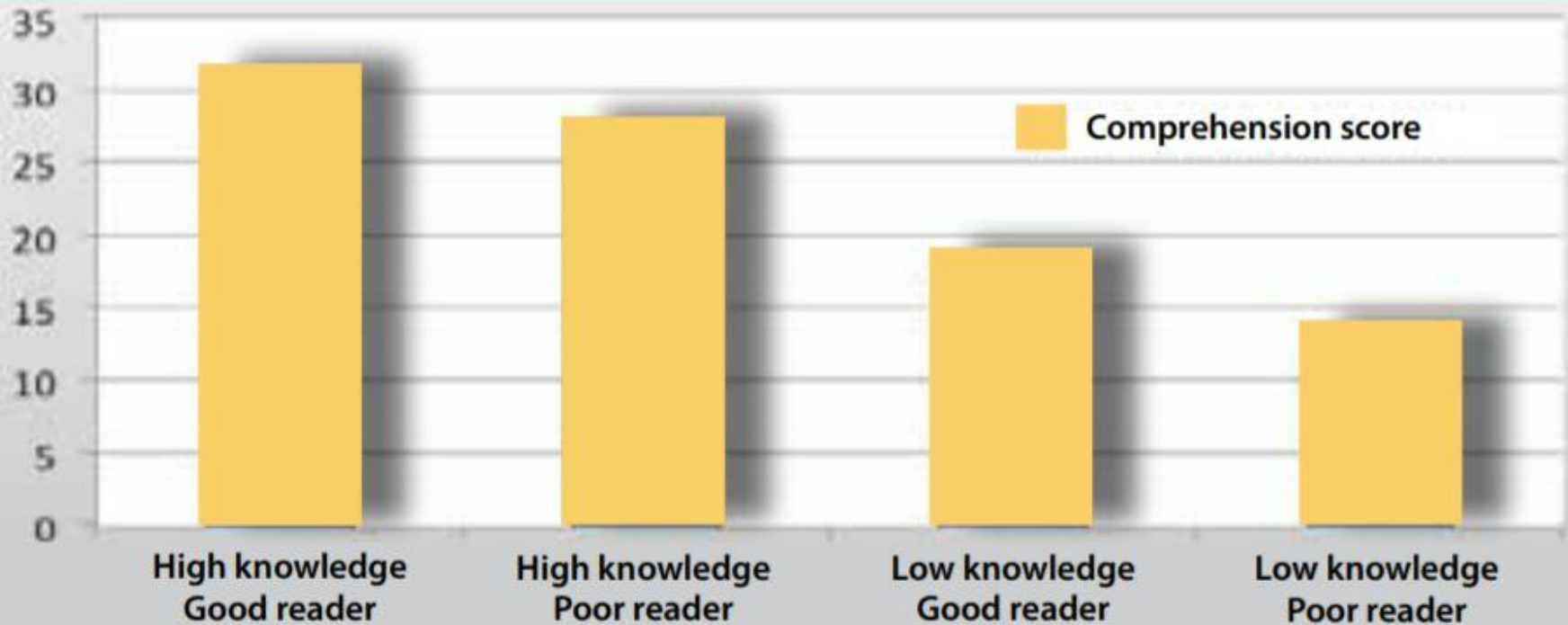
# Why Literacy in Social Studies?

“The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught.” Tierney and Pearson (1981)



# Why Literacy in Social Studies?

For Comprehension, Knowledge Matters More Than Reading Ability



Study from Recht and Leslie (1988)

# Maine SAT Rubric - Analysis

- Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task
- Offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features of the student's own choosing.
- Contains relevant, sufficient, and strategically chosen support for claims or points made
- Focuses consistently on those **features** of the text that are most relevant to addressing the task.



# Maine SAT Rubric - Analysis

To score a “One”

- Offers little or no analysis or ineffective analysis of the source text...
- Identifies without explanation some aspects of the author’s use of evidence, reasoning, ....
  - Or numerous aspects of the response’s analysis are unwarranted based on the text
- Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant
- The response offers no discernible analysis (e.g., is largely or exclusively summary)

# This is Social Studies

If we are doing social studies with a proper disciplinary literacy focus, then this is a...

The logo for 'Home Run' is written in a bold, red, cursive script. The letters are outlined in white and set against a dark blue background. Below the text is a large, red, curved banner that tapers at both ends, also outlined in white and set against a dark blue background. The entire logo has a slight drop shadow, giving it a 3D appearance.

# What DL in SS Looks Like

## Definition of DL in SS (adapted from Nokes)

“Social studies literacy is the ability to construct meaning with multiple genres of print, non-print, visual, aural, video, audio, and multimodal texts; critically evaluate texts within the context of the work that experts in the field have previously done; use texts as evidence in the development of original interpretations of concepts or events; and create multiple types of texts that meet discipline standards.”

# Criteriaalist

With practice and support, students are able to be:  
**Criteriaalist** – critical of all sides until properly evaluated and then one is deemed superior

In order to be able to take this stance, students are:

- active in the process of disciplinary thinking
- allowed to construct their own independent interpretation of an event different from others
- aware of strategies that they can use to effectively weigh the evidence
- expected to base claims on evidence

# HISTORICAL THINKING CHART

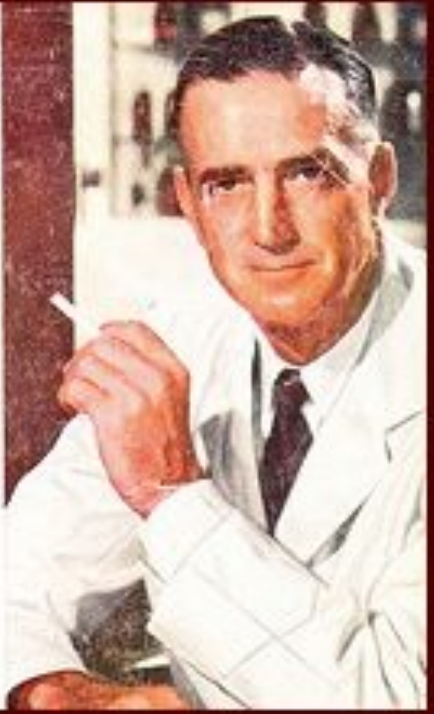
Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? 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>

# Google



WIKIPEDIA  
The Free Encyclopedia

*According to repeated nationwide surveys,*  
**More Doctors  
Smoke CAMELS  
than any other  
cigarette!**



How do I know  
if a source is  
reliable?



Snake oil is wonderful stuff!

# Evaluating Sources

## Historical Question: Who was present at the signing of the Declaration of Independence?

Source 1: Hollywood movie about the American Revolution made 2001.

Source 2: Book written by a famous historian who is an expert on the American Revolution, published in 1999.

Which do you trust more? Why?

# Evaluating Sources

## Historical Question: What was slavery like in South Carolina?

Source 1: Interview with former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.

Source 2: Interview with former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

Which do you trust more? Why?



# Evaluating Sources

## Historical Question: What was the layout of the Nazi concentration camp Auschwitz?

Source 1: Interview with 80 year-old Holocaust survivor in 1985.

Source 2: Map of concentration camp found in Nazi files.

Which do you trust more? Why?

# Working With Primary Sources

Our landings in the  
Cherbourg - Havre area  
have failed to gain a  
satisfactory foothold and  
~~I have withdrawn~~  
~~the troops.~~  
I have withdrawn the troops.  
My decision to  
attack at this time and place  
was based upon the best  
information available, ~~and~~  
The troops, the air and the  
Navy did all that ~~bravery~~  
Bravery and devotion to duty  
could do. If any blame  
or fault attaches to the attempt  
it is mine alone.

July 5

Help students understand that primary sources are evidence not fact.

"Our landings in the Cherbourg-Havre area have failed to gain a satisfactory foothold and I have withdrawn the troops. My decision to attack at this time and place was based upon the best information available. The troops, the air and the Navy did all that Bravery and devotion to duty could do. If any blame or fault attaches to the attempt it is mine alone."

# Working with Artifacts

Observations	Inferences

Ability to infer is an essential strategy for comprehension (Afflerbach & Cho 2009)



100-100

Band No.

Family No.

Men

Women

Children

Total

Or

Issue date

Rations

# Slow Down & Look - Observe/Infer

## Evidence Analysis

**Sourcing**

- Who created this?
- Who is the intended audience?
- When and where was it created?  
*LATE 1800S?*
- Why was it created?  
What evidence supports your answer?  
*CONVINCE PEOPLE TO MOVE WEST*
- Is it reliable?  
Why? Why not?

**Contextualizing & Close Reading**

- What was different then?  
What was the same?
- What important events were happening when this was created?
- How might the circumstances in which the document was created affect its content?
- What claims are made by the creator? What evidence supports those claims?
- What words, phrases, and mental images does the creator use to persuade their audience?

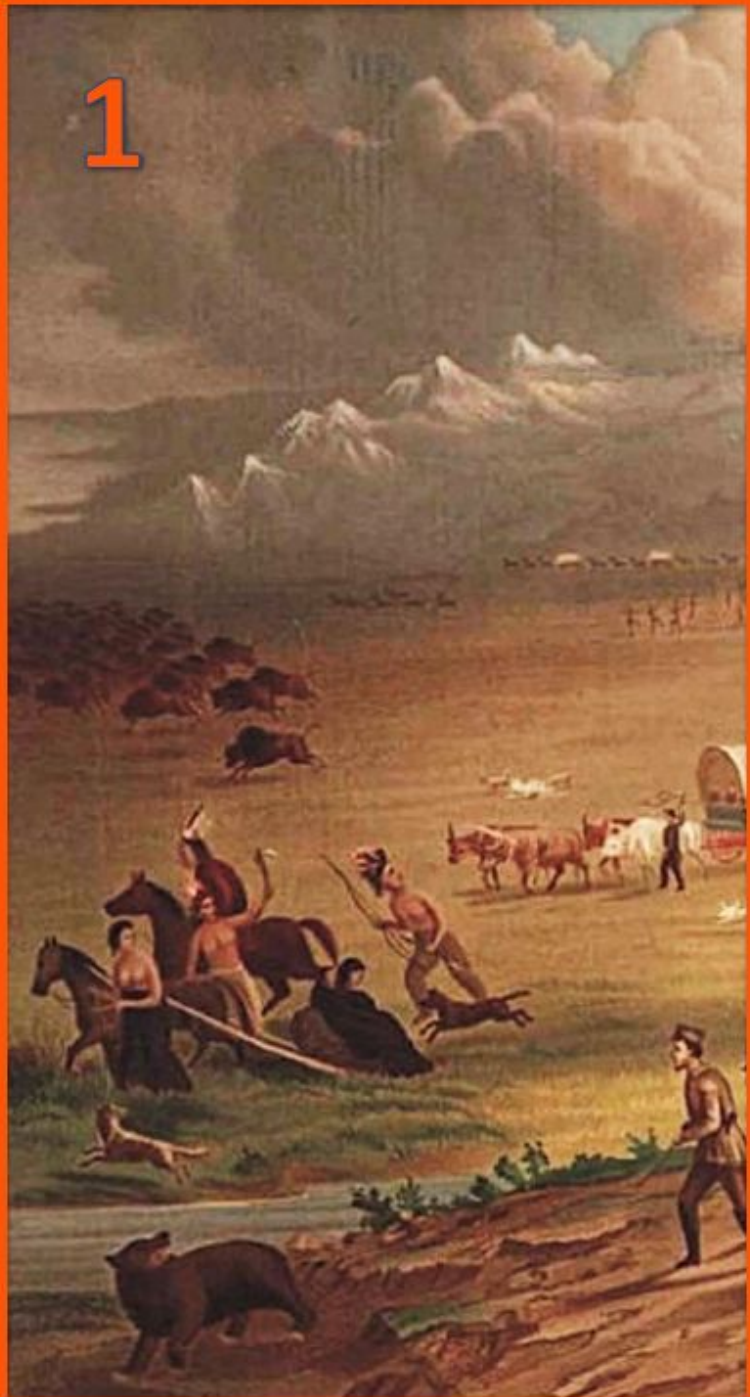
*POTENTIAL, FUTURE, ANYTHING IS POSSIBLE*

*HAPPY CHILDREN*

*INDIANS BLOCKED*

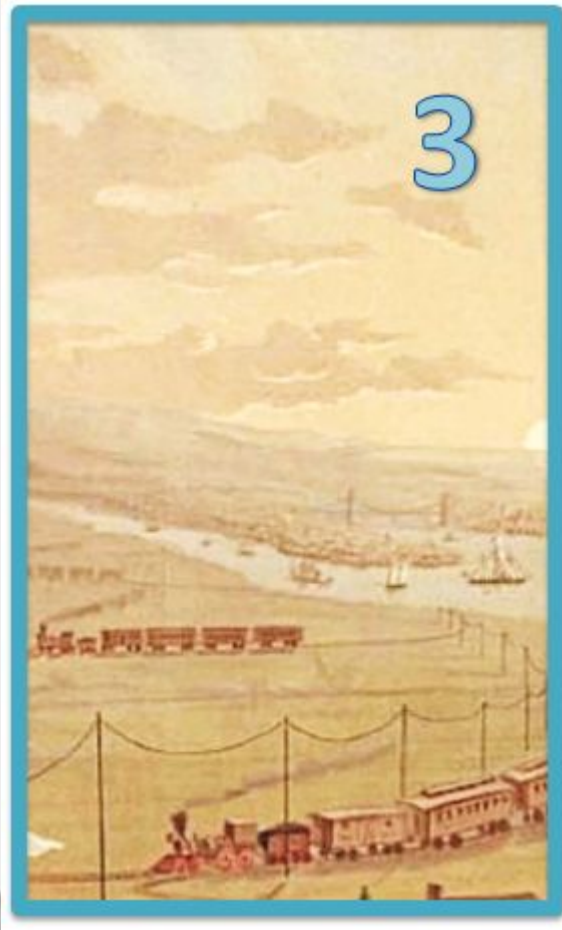
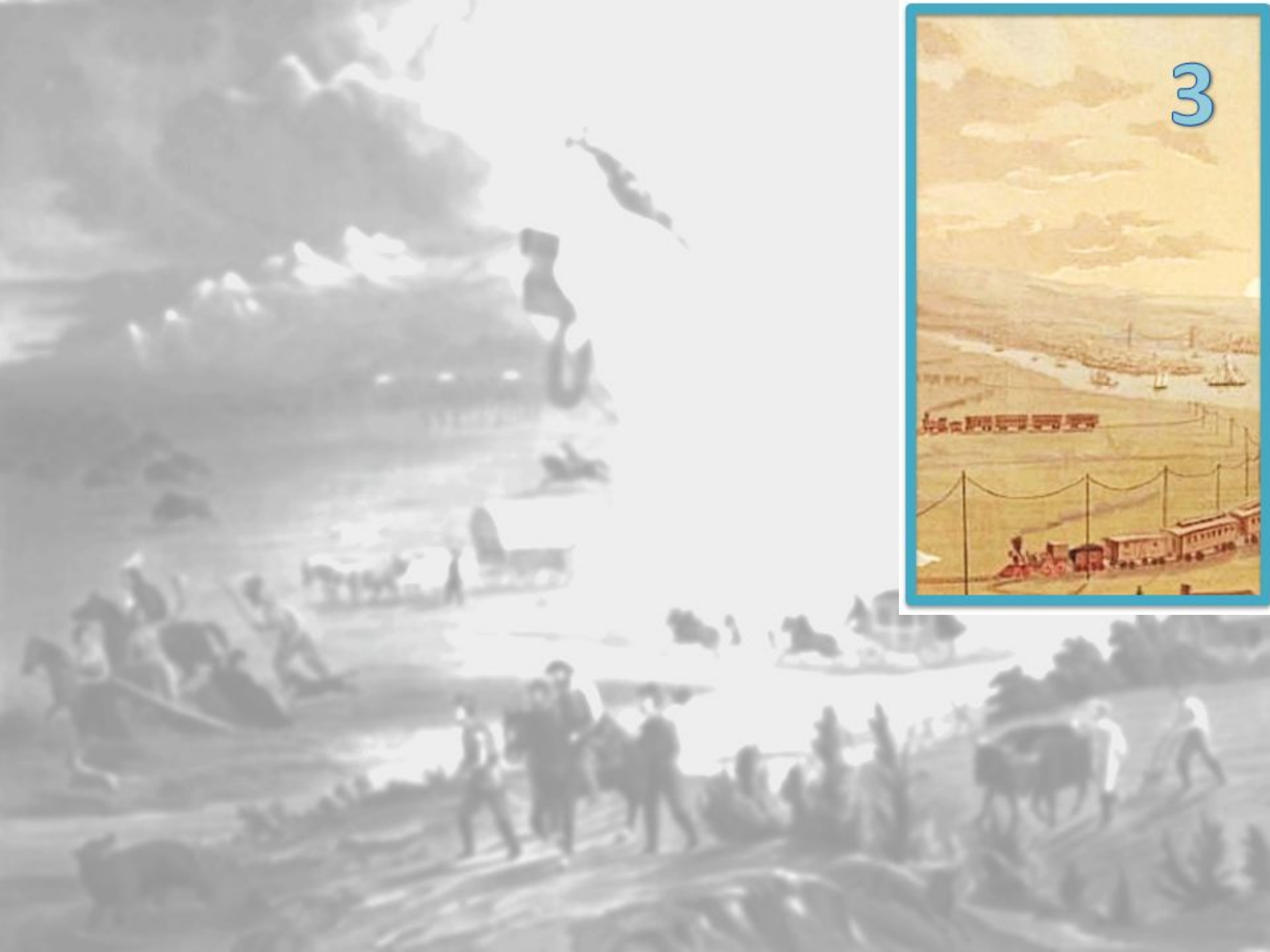
history tech glennwiebe.org ESSDACK © 2016 6-12

1

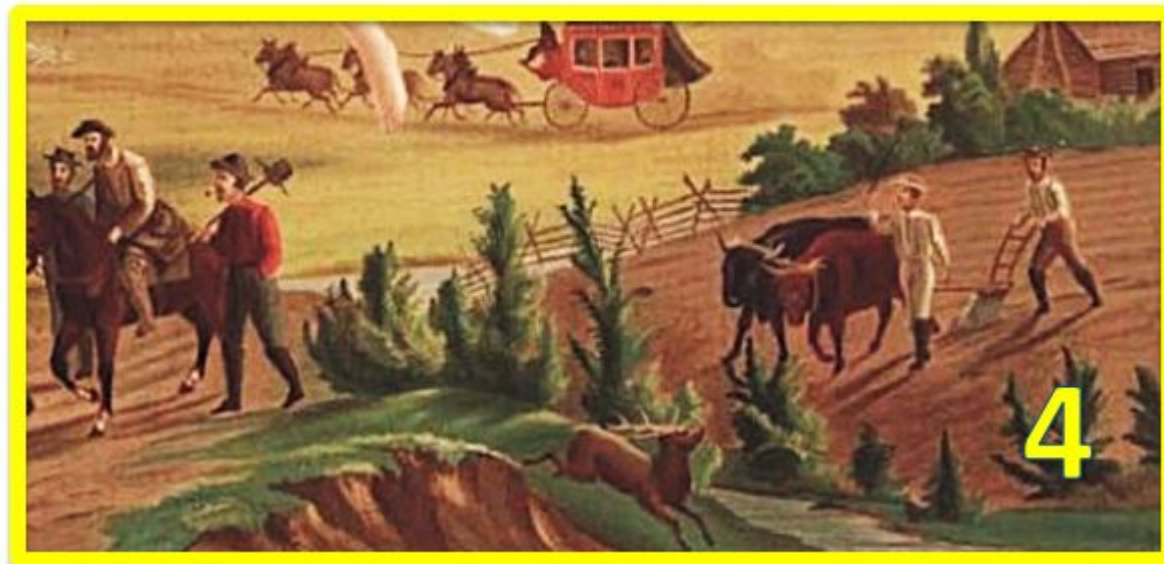


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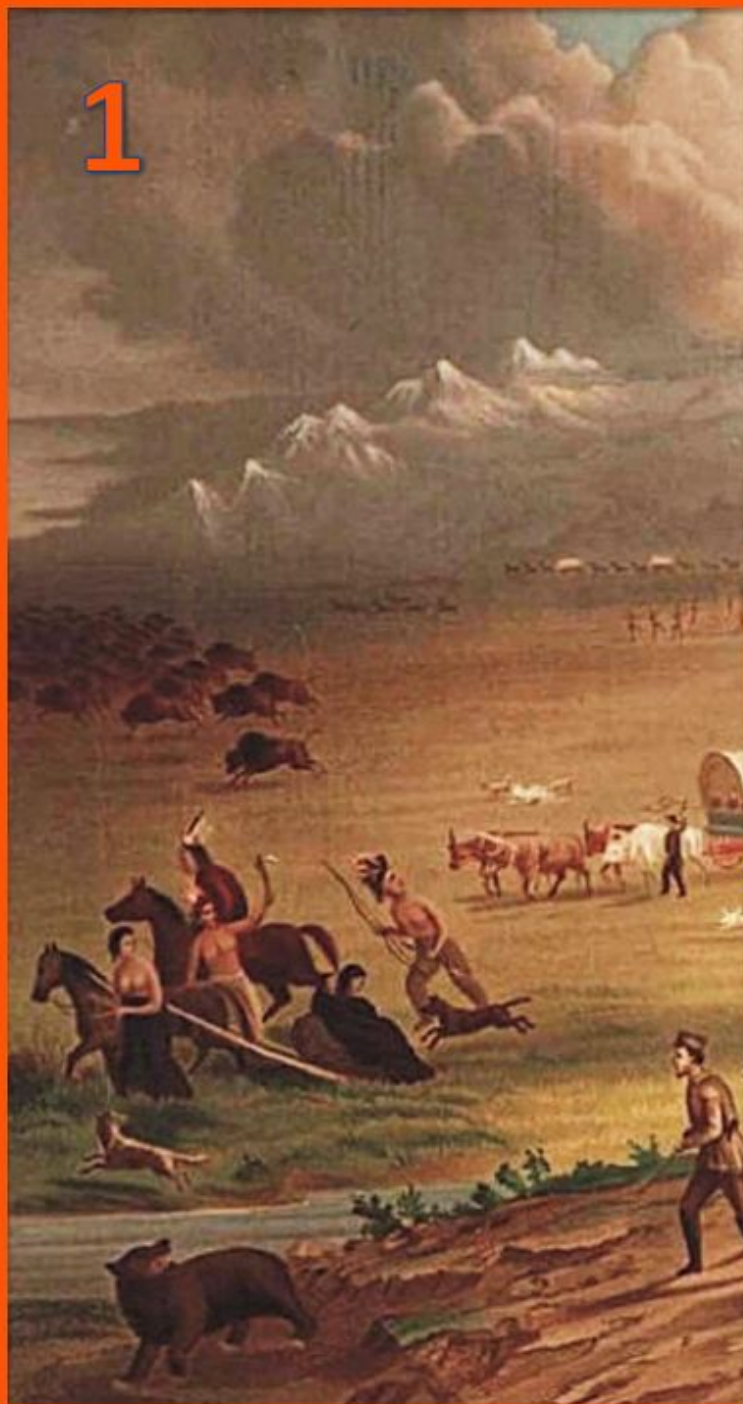






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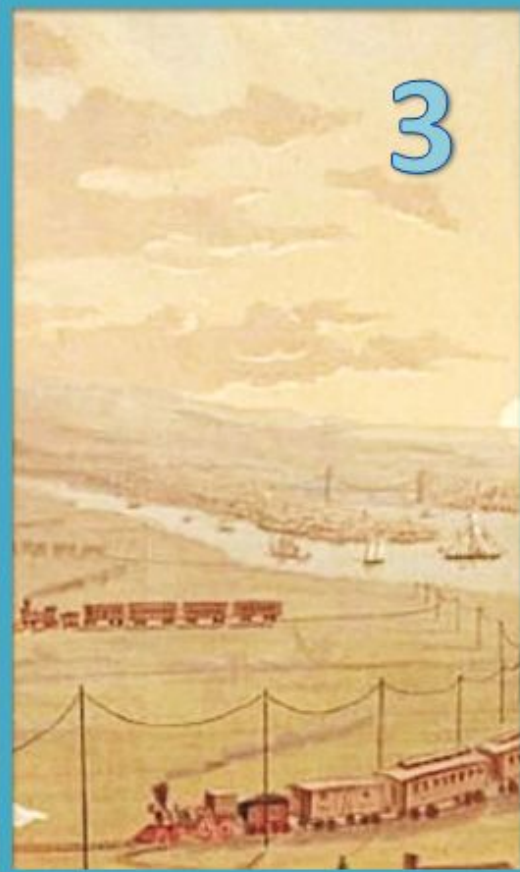
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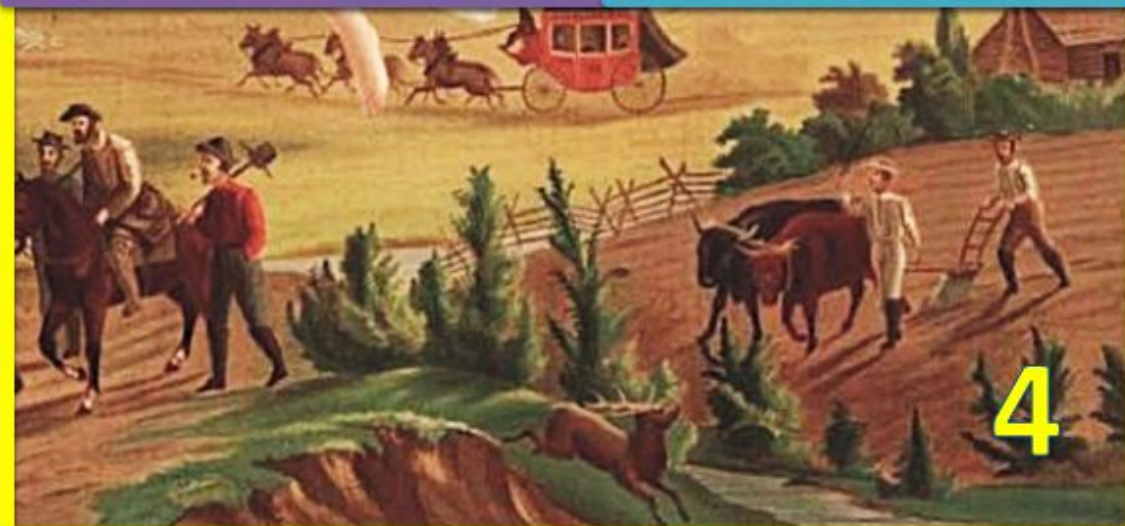
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3



4



# Observing Portraits

## *Facial*

### *Expression*

What mood or feeling is the person's face expressing?

## *Focal Point*

Where are the person's eyes looking?

## *Gesture*

What is the action or pose of the body?

## *Clothing*

What is the person wearing?

## *Setting*

Where is the person?

## *Objects*

What other things are in the portrait?

## *Quantity*

How many?

## *Size*

How big or small?

## *Color*

What color?



Howard Chandler Christy  
1890  
National Archives

# Interpret/Infer and Inquire

When I *see* \_\_\_\_\_, it makes me *think* \_\_\_\_\_.

When I *see* \_\_\_\_\_, it makes me *feel* \_\_\_\_\_.

When I *see* \_\_\_\_\_, it makes me *wonder* \_\_\_\_\_.

I *think* \_\_\_\_\_ because I *see* \_\_\_\_\_.

I *feel* \_\_\_\_\_ because I *see* \_\_\_\_\_.

I *wonder* \_\_\_\_\_ because I *see* \_\_\_\_\_.

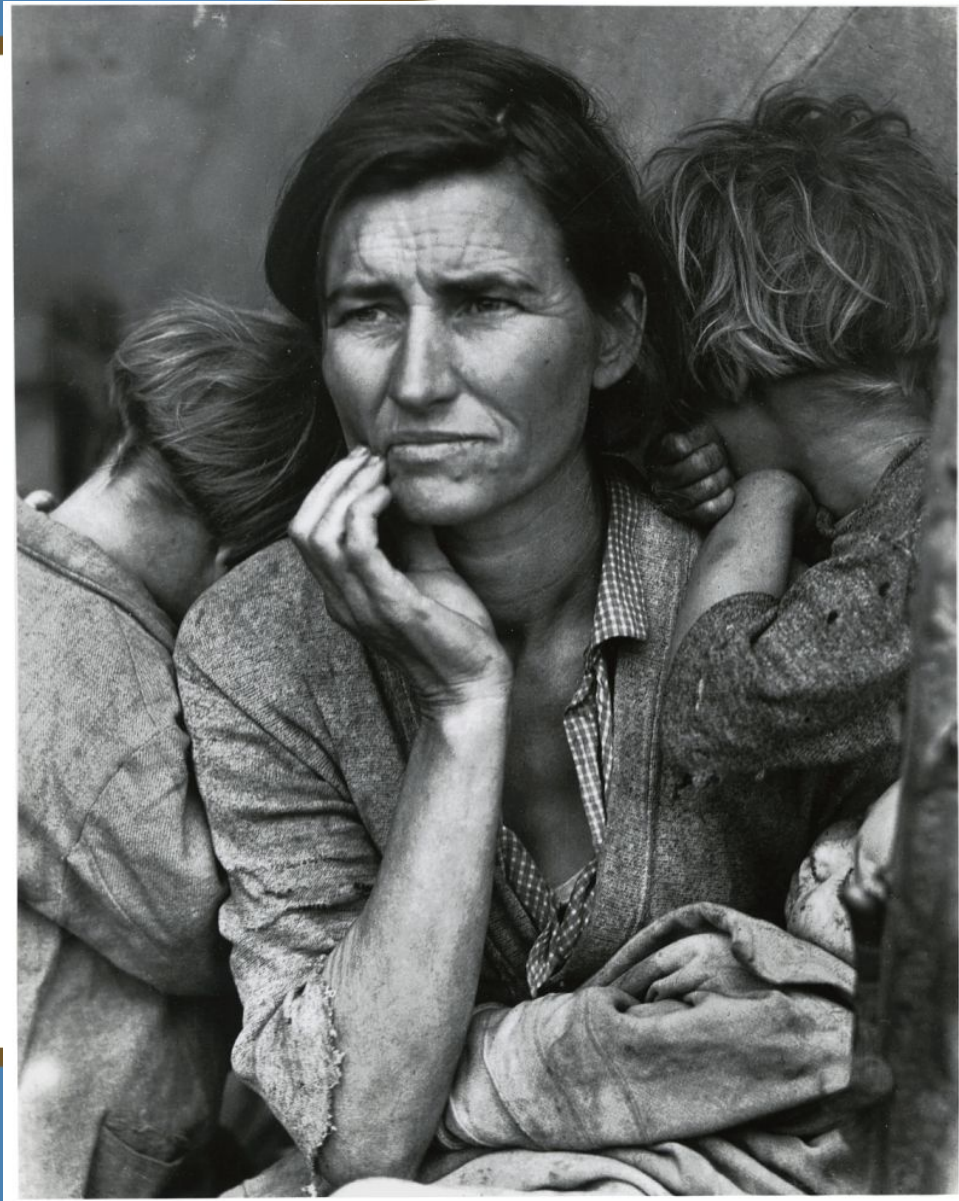
# Working with Visual Texts/Photos & Art

Need to remember photos have a source (photographer) and this makes a difference just like who the author is makes a difference



# Working with Visual Texts/Photos & Art

Need to remember photos have a purpose and are often times trying to communicate a message.



# Working with Visual Texts/Photos & Art



Need to remember photos can be manipulated in order to communicate a message.





# Working with Visual Texts/Photos & Art



Need to remember photos can be manipulated - Great Depression photos to support government programs including “perambulating skull”.

# Working with Visual Texts/Maps

Students need explicit instruction in map skills

- What type of map is it?
- What are the common features of maps?
- What is the source of the map?
- What is the purpose of the map?
- What is the context of the map?
- Decoding a map
  - Identifying words
  - Use of colors and symbols/decoding
  - Using index/coordinates to locate details
  - Labels
- So many more questions can be asked!

# Working with Visual Texts/Maps

## Analyzing a Map

*Part I Instructions:* Closely examine the map you were assigned. Complete the table as you apply the framework from the videos to analyze the map. Use your notes from “Design Elements and Big Ideas on a Map” to help you.

Big Idea	How does this big idea appear on the map? (Refer to specific design elements when possible.)
Perspective	

The map “\_\_\_” by \_\_\_, created in \_\_\_, could be used as a source to understand \_\_\_\_\_.

<http://www.choices.edu/analyzing-maps/>

# Working with Political Cartoons

Students often acknowledge that they “don’t get it”

- Will often start with literal decoding and miss the symbolization of more abstract concepts
- Need to check labels – both words and images
- What are the implied relationships (eyes closed, back turned)
- Need to understand irony, sarcasm, exaggeration
  - Group work can help with analysis
- Ask each student “how did you figure that out” so that they share their metacognition for other students to see/hear

# Working with Political Cartoons



# Working with Political Cartoons

## Analyze a Cartoon

### Meet the cartoon.

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

### Observe its parts.

#### WORDS

Are there labels, descriptions, thoughts, or dialogue?

#### VISUALS

List the people, objects, and places in the cartoon.

List the actions or activities.

### Try to make sense of it.

#### WORDS

Which words or phrases are the most significant?

List adjectives that describe the emotions portrayed.

#### VISUALS

Which of the visuals are symbols?

What do they stand for?

Who drew this cartoon?

When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

### Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Once students can decode a political cartoon, then they can start to contextualize and critique it.



# Getting Started

## Suggestions for getting started

- Be ok with small successes and some failure
- Use what is out there
- Structure and Accountability
  - Graphic organizers are helpful
  - Use as scaffolding
  - Useful to review student thinking
- Familiar structure and accountability in both synchronous and asynchronous work
- Worry less about coverage!!

# Questions? And Thank You!

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