



# Hands on History Using Primary Sources in Remote Classroom

Maine DOE  
Virtual PD Offering  
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# What DL in SS Looks Like

## Tim Shanahan's Research in History DL

- Cite specific evidence to support analysis
  - Include sourcing: name/date/origin
- Analyze a series of events for cause/effect
- ID POV and corroboration w/ other POVs
  - Evaluate different POVs and distinguish between fact/opinion, and reasoned judgement
- Interpret meaning of key words/phrases
- Integrate multiple viewpoints and diverse sources to develop understanding of an event/topic
  - Note discrepancies

# 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

# Criteriaalist

Continued...

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

- supported throughout the process by interaction with peers and the teacher using graphic organizers, modeling, checklists, etc
- Given regular opportunities to engage in disciplinary thinking
- not overexposed to textbook accounts
- assessed in a manner that values defensible interpretations and not just knowledge of facts

# Assessing Disciplinary Thinking

When assessing students, look for a criterialist to:

- Think deeply about the central questions (not worry about if it is “right”)
- Spend time evaluating sources
- Use sourcing, corroboration, contextualization to weigh evidence
- Defend their interpretations using evidence
- Have their mind changed when presented with new evidence
- Appropriately discount unreliable information
- Engage in disciplinary writing – blending narration, description, and argumentation

# 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>



# Ready to Begin?



# Sourcing

- Who created the document?





# Sourcing

- What year was the document created?



# Sourcing

- Where was the document created?



# Sourcing

- Does the document have a title?



# Close Reading

What do you see that you think everybody sees?



taking the  next step



# Close Reading

What do you see that you don't think anyone else sees?



taking the **i** next step

# Close Reading

What clarifying question would you want to ask the person who created it?



taking the  next step



# Close Reading - Visuals

How does this picture  
make you feel?

**going deeper**

# Close Reading - Visuals

What facial expressions do you see?

**going deeper**

# Close Reading - Visuals

Where are the people in the picture looking?

**going deeper**

# Close Reading - Visuals

Are the people making any gestures?

**going deeper**

# Close Reading - Visuals

What are the people wearing?

**going deeper**

# Close Reading - Visuals

What is the setting?

**going deeper**



# Close Reading - Visuals

Are there any objects in the picture?

**going deeper**

# Corroboration

What do they have in common?

Making  
Connections

# Corroboration

Can you group them based on similarities?

Making  
Connections

# Corroboration

Is there a word/phrase that could describe each group?

Making  
Connections

# Corroboration

Is there a shared perspective by at least two of the documents?

Making  
Connections

# Corroboration

What makes them all different from each other?

Making  
Connections



# Corroboration

Can you highlight two of them with conflicting perspectives?

Making  
Connections

# Contextualization

What is the author trying to tell you with this?



# Contextualization

What is “missing” from the picture that could be caused by author’s bias?



# Contextualization

Which document do you consider MOST reliable?  
Can you explain why?



# Contextualization

Which document do you consider LEAST reliable?  
Can you explain why?



# Putting It All Together

What topic or theme can be taught using these documents?

**BRINGING IT HOME**



# Putting It All Together

What a question that could be answered using evidence from these sources.

**BRINGING IT HOME**

# Putting It All Together

Rank the documents in order of “usefulness” for answering your question and explain your rationale.

**BRINGING IT HOME**

# Putting It All Together

- What topic or theme can be taught using these?
- Write a question that could be answered using evidence from the postcards.
  - What is a piece of evidence from a postcard to answer your question?
  - Rank the documents in order of “importance” for answering the question.

**BRINGING IT HOME**

