

Applying Close Reading Tools for Primary Sources in Social Studies

What is a primary source?



Why Teach with Primary Sources?

Transforms students into historians

Prompts historical inquiry

Engages students in connecting the past to the present

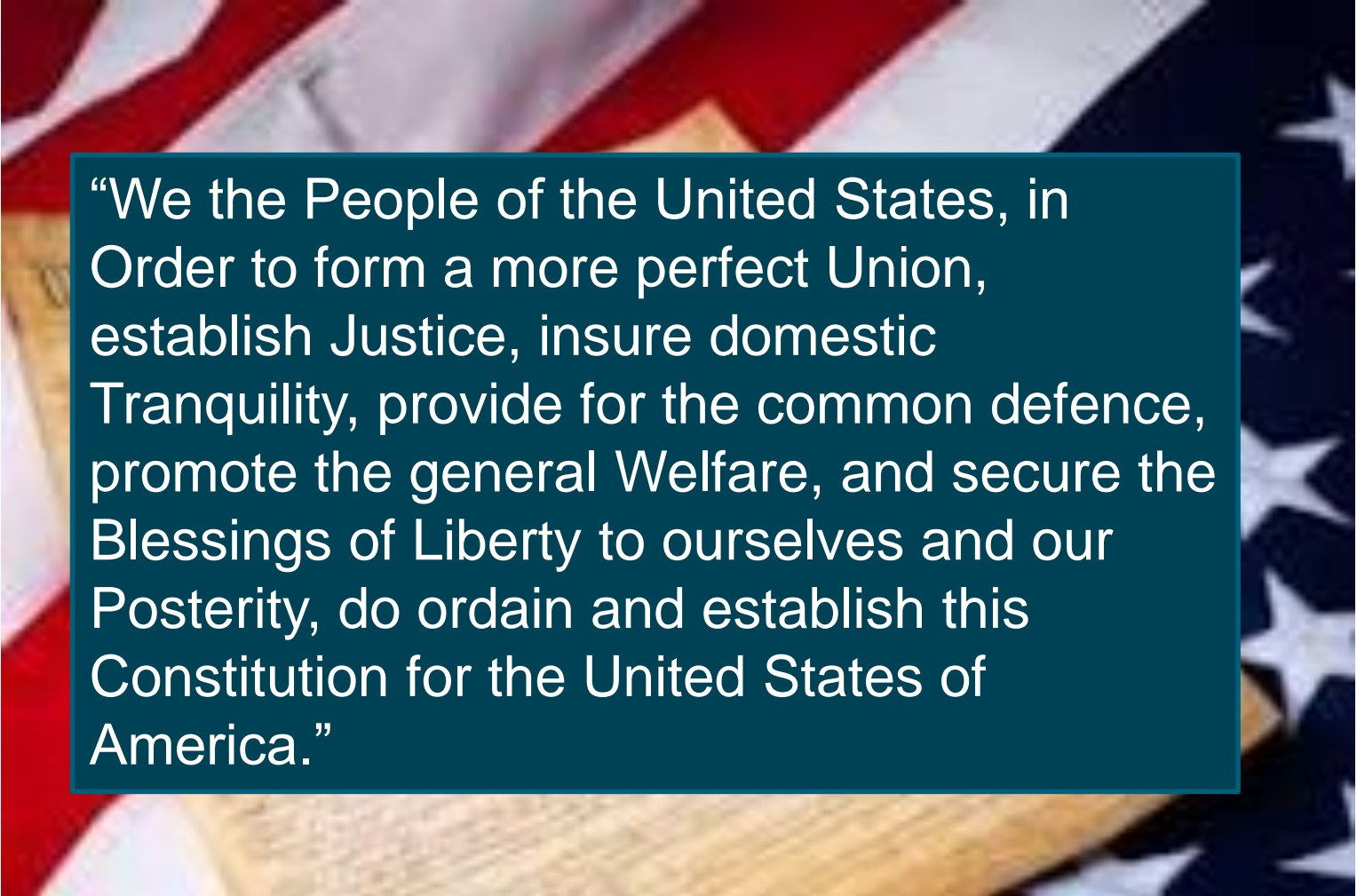
Encourages higher-order thinking skills

Teaches multiple perspectives in history

Process for Integrating Primary Sources

- **Select** a primary document
 - Identify complex, content-rich documents
 - Start with shorter excerpts or modify a document by extracting specific sections
- **Research** the historical context of the document
- **Select** a strategy for close reading of the primary source
- **Create** a lesson incorporating discussion, text-dependent questions, and a writing component

Selecting Primary Sources

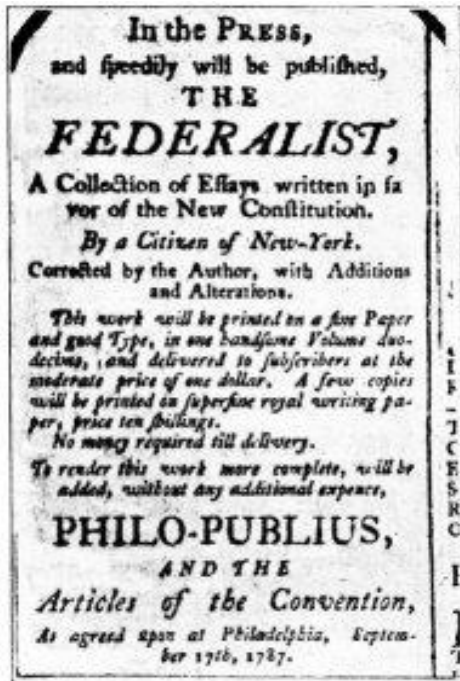


“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

Select a Primary Source

Would you rather . . .

- Have students read Federalist 51 in its entirety?
- Have students read an excerpt of Federalist 51 that focuses on Madison's defense of the checks and balances system in the Constitution?



Two Close Reading Tools for Primary Sources

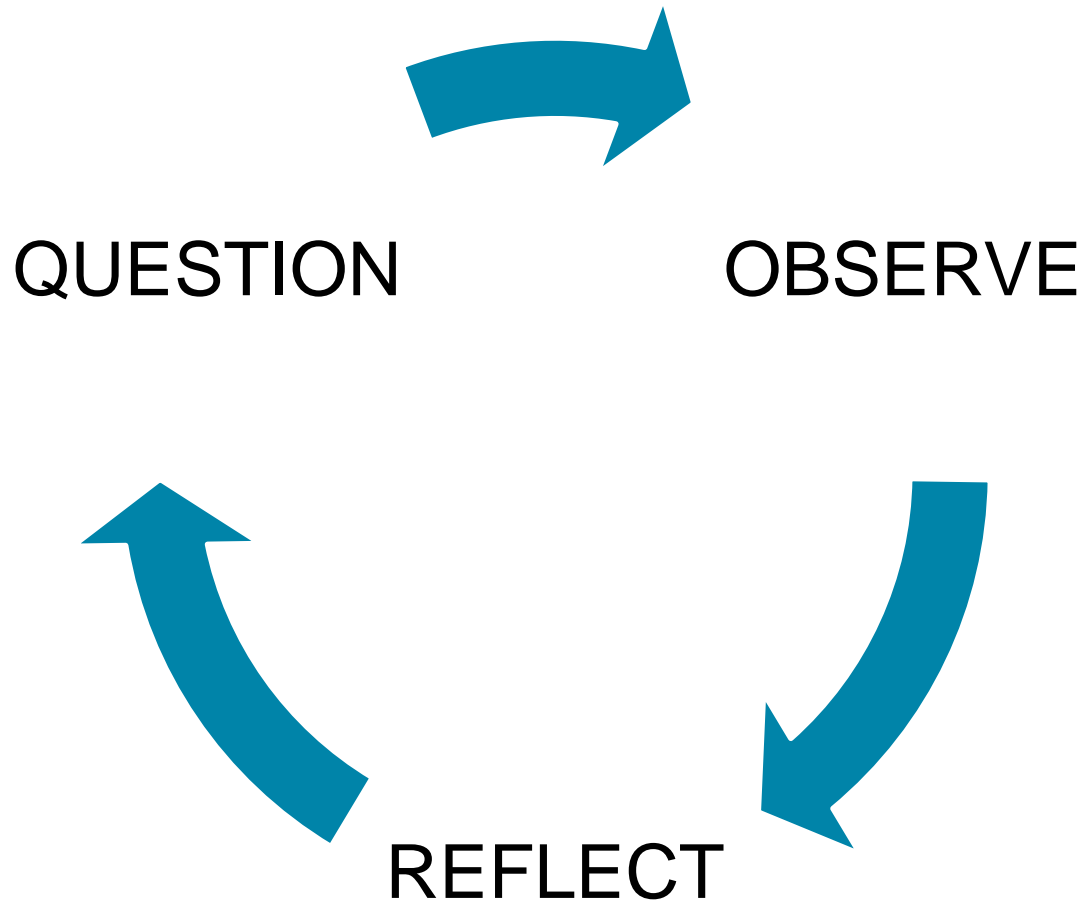
Primary Source Analysis Tool

Read Like a Historian

What are the
concerns
when reading
primary
sources?

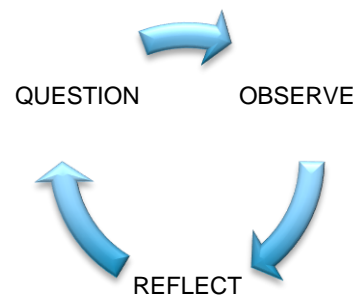


Primary Source Analysis Tool



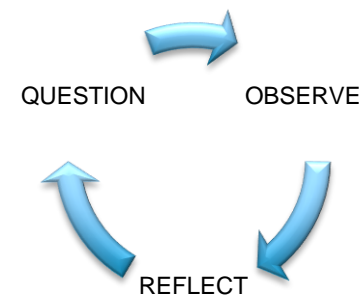
The Library of Congress

Observe



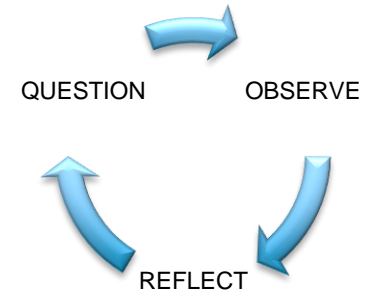
- What did you notice first?
- Describe anything about the text that looks unfamiliar.
- How is the information arranged?

Reflect



- What was the purpose of the document?
- Who was the audience?
- What events were happening around the creation of this document?

Question



- What else do you wonder about it?
- Who? What? Where? When? Why? How?

Let's Try It!

Workbook – pp. 5-6

Primary Source Analysis Tool from the Library of Congress




Name of Document _____

Observe	Reflect	Question

Further Investigation

Where can I get started with lessons using this tool?

Lesson Plans from the
Library of Congress
using the Primary
Source Analysis Tool
<http://www.loc.gov/teachers/classroommaterials/>

	<u>Primary Source Sets</u> Sets of primary sources on spe
	<u>Lesson Plans</u> Teacher-created lesson plans
	<u>Presentations & Activities</u> Media-rich historical context a
	<u>Themed Resources</u> The Library's best exhibitions,
	<u>Collection Connections</u> Historical context and ideas fo

How Do I Teach with Primary Sources ?



Reading Like a Historian



Source

**Close
Reading**

Contextualization

Corroboration

Sourcing (Before Reading)



- Who authored the document?
- What is the author's point of view?
- Why was it written?
- When was it written?
- Where was it written?
- Is this source believable? Why? Why not?

Sourcing (Before Reading)

The Way Station

Each evening, the stage announces its approach to a way station by the driver blowing a bugle. The way station offers sparse comfort.

"The station buildings were long, low huts, made of sun-dried, mud-colored bricks, laid up without mortar (*adobes* the Spaniards call these bricks, and Americans shorten it to '*dobies*.) The roofs, which had no slant to them worth speaking of, were thatched and then sodded or covered with a thick layer of earth, and from this sprang a pretty rank growth of weeds and grass. It was the first time we had ever seen a man's front yard on top of his house.

The buildings consisted of barns, stable-room for twelve or fifteen horses, and a hut for an eating room for passengers. This latter had bunks in it for the station-keeper and a hostler or two. You could rest your elbow on its eaves, and you had to bend in order to get in at the door. In place of a window there was a square hole about large enough for a man to crawl through, but this had no glass in it. There was no flooring, but the ground was packed hard. There was no stove, but fire-place served all needful purposes. There were no shelves, no cupboards, no closets. In a corner stood an open sack of flour, and nestling against its base were a couple of black and venerable tin coffee-pots, a tin teapot, a little bag of salt, and a side of bacon.

By the door of the station keeper's den, outside, was a tin wash-basin, on the ground. Near it was a pail of water and a piece of yellow soap, and from the eaves hung a hoary blue woolen shirt, significantly - but this latter was the station-keeper's private towel, and only two persons in all the party might venture to use it - the stage-driver and the conductor."

Mark Twain, *Roughing It*
1872

Workbook – p. 9

Contextualization

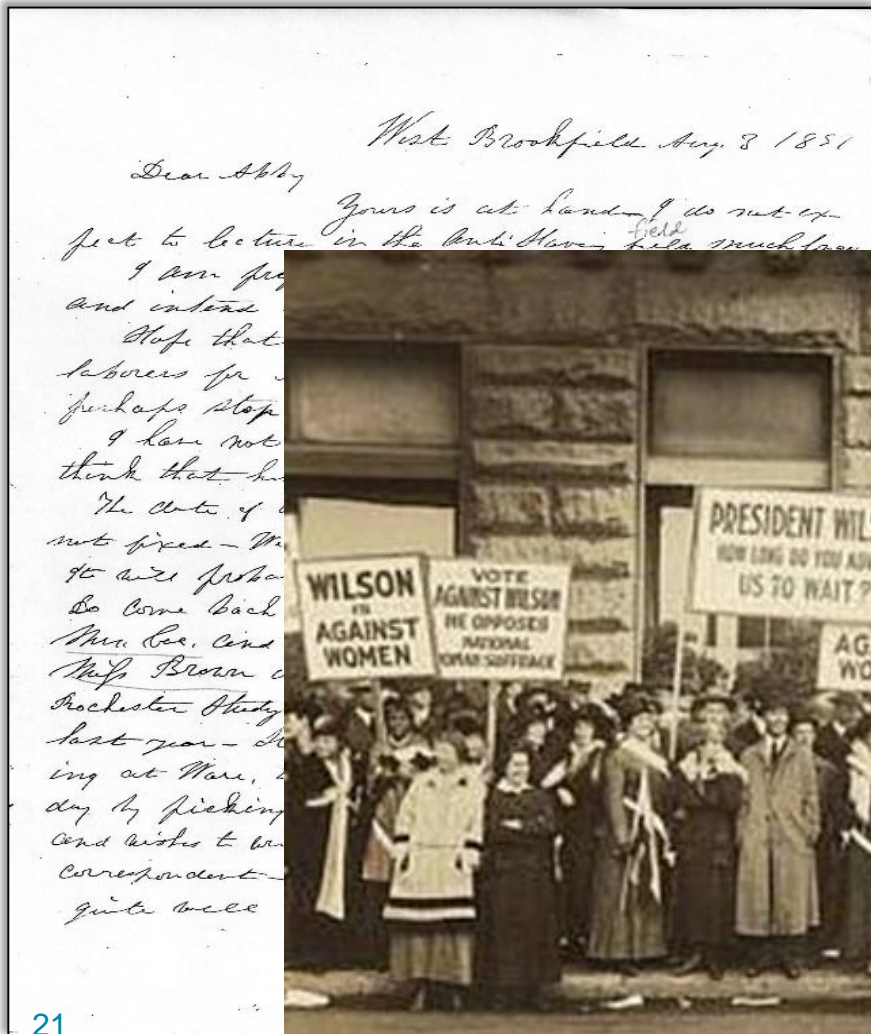
- When and where was the document created?
- What else was going on at this time?
- What was it like to be alive at this time?
- What was different then? What was the same?
- How might the circumstances in which the document was created affect its content?

Contextualization



The average stagecoach could squeeze 18-20 passengers into it. They averaged 8 mph over good terrain and horses were changed every 12 to 15 miles. Each cost over \$1,500 to build.

Contextualization



Joint Women's Franchise Demonstration.

Central Society for Women's Suffrage, National Union of Women's Suffrage Societies, Women's Northern Franchise Demonstration Committee. With the co-operation of the Women's Liberal Federation and the National British Women's Temperance Association, and others.

GREAT DEMONSTRATION

Before the Opening of Parliament, to demand the Franchise

PROCESSION OF WOMEN

FRIDAY, FEB. 9th,

Park, Band Stand, Hyde Park, at 2 p.m.

Each Contingent will assemble under its Banner,

Regent Street, Pall Mall East, Cannon Street, Strand, to

ROYAL HALL,

by Mr. WALTER McLAREN, at 4 p.m.

Speakers:

Mrs. J. E. B. BRYANT, VICE-PRESIDENT OF THE N.B.W.T.A.,

Mrs. J. E. B. BRYANT, (Women's Trades' Council),

Mrs. J. E. B. BRYANT, L.L.D. (Central Society),

Mrs. J. E. B. BRYANT, (Women's Trades' Council),

Mrs. J. E. B. BRYANT, (Women's Liberal Federation),

Mrs. J. E. B. BRYANT, Textile Workers' Committee,

Mrs. J. E. B. BRYANT, P. SNOWDEN,

Mrs. J. E. B. BRYANT, (Central Society),

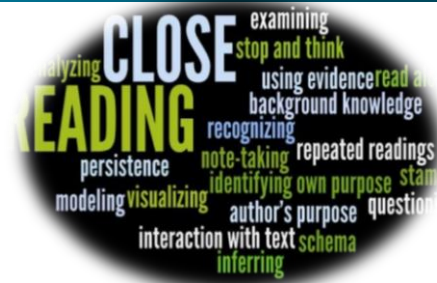
Mrs. J. E. B. BRYANT, Sc.D., F.R.S. (Cambridge),

Mrs. J. E. B. BRYANT, LANGWILL, and others.

in Gallery and on Platform at 2/6, and can be obtained from the Secretary, 10, Abchurch Lane, London, E.C. 4.

Unreserved Seats after arrival of the Procession. will be allowed in the Procession.

Close Reading



- What claims does the author make?
- What evidence does the author use to support those claims?
- What language (words, phrases, images, symbols) does the author use to persuade or inform?
- How does the document's language indicate the author's perspective?
- What information does the author leave out?
- How does the document make me feel?

Corroboration



“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln

Corroboration

- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable or most believable?

Sample Lesson Plans and Organizers

Reading Like a Historian

<http://sheg.stanford.edu/rh>



Reading Like a Historian (Stanford History Education Group) <http://sheg.stanford.edu/rh>

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (before reading document)	<ul style="list-style-type: none"> Who authored the document? What is the author's point of view? Why was it written? When was it written? Where was it written? Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> Identify author's position Identify and evaluate author's purpose in producing document Predict what author will say BEFORE reading document Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose 	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> What else was going on at the time this was written? What was it like to be alive at this time? What things were different back then? What things were the same? 	<ul style="list-style-type: none"> Use context/background information to draw more meaning from document Infer historical context from document(s) Recognize that document reflects one moment in changing past Understand that words must be understood in a larger context 	<p>I already know that _____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because...</p>
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use to support those claims? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out? How does this document make me feel? 	<ul style="list-style-type: none"> Identify author's claims about event Evaluate evidence/reasoning author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> What do other pieces of evidence say? Am I finding different versions of the story? Why or why not? What pieces of evidence are most believable? 	<ul style="list-style-type: none"> Establish what is true by comparing documents to each other Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

Let's Take a Look

Social Studies - Candidate Name

Question 14 of 15

☒ Answer Explanation

 Flag for Review

The excerpt below is from the U.S. Supreme Court decision in *Youngstown Sheet & Tube Company et al. v. Sawyer* (1952).

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the Nation's steel mills. . . .

The President's power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself. . . .

[W]e cannot with faithfulness to our constitutional system hold that the Commander in Chief of the Armed Forces has the ultimate power as such to take possession of private property in order to keep labor disputes from stopping production. This is a job for the Nation's lawmakers, not for its military authorities.

This excerpt is taken from the public domain.

Based on this excerpt, what did the court want to prevent?


- ☐ A. judicial interference with legislative powers
- ☐ B. executive interference with legislative powers
- ☐ C. congressional interference with judicial powers
- ☐ D. congressional interference with executive powers

Let's Take a Look

Social Studies - Candidate Name

Question 4 of 15

☒ Answer Explanation

 Flag for Review

This excerpt is from the "Declaration of Sentiments" presented to the Seneca Falls Convention by Elizabeth Cady Stanton in 1848.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. . . .

Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. . . . [B]ecause women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

This excerpt is taken from the public domain.

Which concept shaped Stanton's point of view?

- ☐ A. Nationalism
- ☐ B. Natural rights
- ☐ C. Imperialism
- ☐ D. Majority rule

Questions

Thank you!

Becki Lemke

becki.lemke@cornerstonescareer.com