

# 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 corrobo 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



#### Criterialist

With practice and support, students are able to be: <a href="Criterialist">Criterialist</a> – 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



#### Criterialist

#### 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> <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> <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> <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> <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> <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>	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> <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> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul> <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> <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> <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> <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?





Who created the document?





 What year was the document created?





Where was the document created?





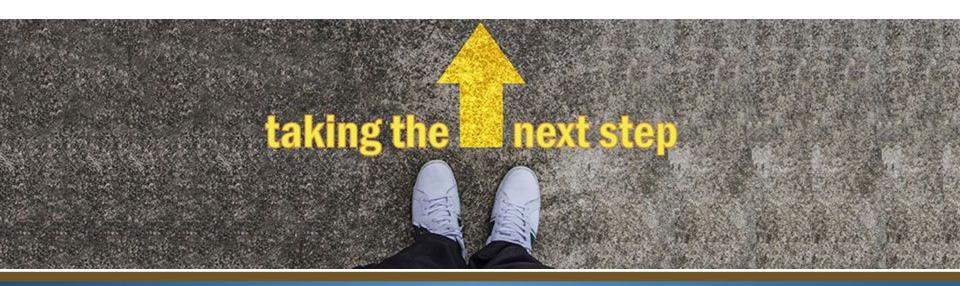
 Does the document have a title?





#### Close Reading

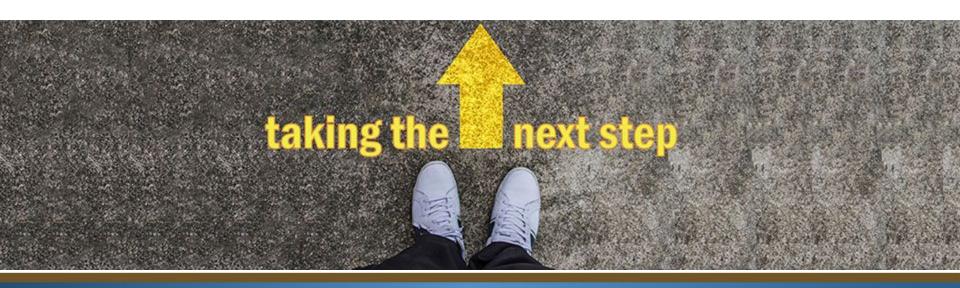
What do you see that you think everybody sees?





#### Close Reading

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





#### Close Reading

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





How does this picture make you feel?



What facial expressions do you see?



Where are the people in the picture looking?



Are the people making any gestures?



What are the people wearing?



What is the setting?



Are there any objects in the picture?



What do they have in common?



Can you group them based on similarities?



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



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



What makes them all different from each other?



Can you highlight two of them with conflicting perspectives?



What is the author trying to tell you with this?

# TORRES THE CORNER OF



What is "missing" from the picture that could be caused by author's bias?





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





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





What topic or theme can be taught using these documents?

BRINGING IT HOME



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

BRINGING IT HOME



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

BRINGING IT HOME



- 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.





#### Thank You!

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