



**TEACHING**  
*with* PRIMARY  
**SOURCES**

*Primary Sources:  
At the Heart of the  
Common Core State  
Standards*

*TPS Eastern Region Webinar  
April 3, 2013*

*TPS Eastern Region is coordinated by:*



**WAYNESBURG UNIVERSITY**



**TEACHING**  
*with* PRIMARY  
**SOURCES**

*Welcome*

**Barbara Kirby, Coordinator, TPS Eastern Region**

<http://tps.waynesburg.edu/tpseasternregion>

## Who's on the line?

- 29 participants
- 9 states
- 15 TPS projects
  - 12 Project leaders
  - 9 Ongoing projects
  - 1 Self-funded project
  - 4 Sustaining partners
  - 1 Project Applicant

## Common Core State Standards Resources

**Sue Wise, Associate Coordinator  
TPS Eastern Region**

**<http://tinyurl.com/bp32ln2>**

## Common Core State Standards Resources

## Library of Congress:

TPS Journal, Fall 2012

*Primary Sources and the Common Core State Standards, Vol. 1, No. 2, Fall 2012*

Teacher Page

[Search by Standard](#)

Teaching with the Library of Congress Blog

- [Common Core State Standards and Library of Congress Primary Sources](#)
- [Informational Text, the Common Core, and the Library of Congress: A Resource Center Rich with Primary Sources and Teacher Tools](#)

## Emerging America:

- [Blog](#)
- [Facebook](#)

## Stanford History Education Group:

- [History Assessment of Thinking: Beyond the Bubble](#)
- [Reading Like a Historian \(worksheet\)](#)

## Other Educational Organizations:

ASCD

- [EdutCORE: Tools for teaching the Common Core](#)
- [The Core Six: Essential Strategies for Achieving Excellence with the Common Core](#) (book)
- [Understanding Common Core State Standards](#) (book)

Common Core State Standards Initiative

[Implementing the Common Core State Standards](#)

Edutopia

[Resources for Understanding the Common Core State Standards](#)

Engage NY

[Common Core Skills](#)

Student Achievement Partners

[achievethecore.org](#)

## CCSS Assessments:

Partnership for Assessment of Readiness for College and Careers (PARCC)

[PARCC Assessment](#)

Smarter Balanced Assessment Consortium

[Publications & Resources](#)



*Primary Sources:  
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**Rich Cairn, Director Emerging America  
Collaborative for Educational Services**

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<http://EmergingAmerica.org/tps>

Library of Congress Teaching with Primary  
Sources Program of the Collaborative for  
Educational Services



**TEACHING**  
*with* PRIMARY  
**SOURCES**

<http://www.loc.gov/teachers/tps/>

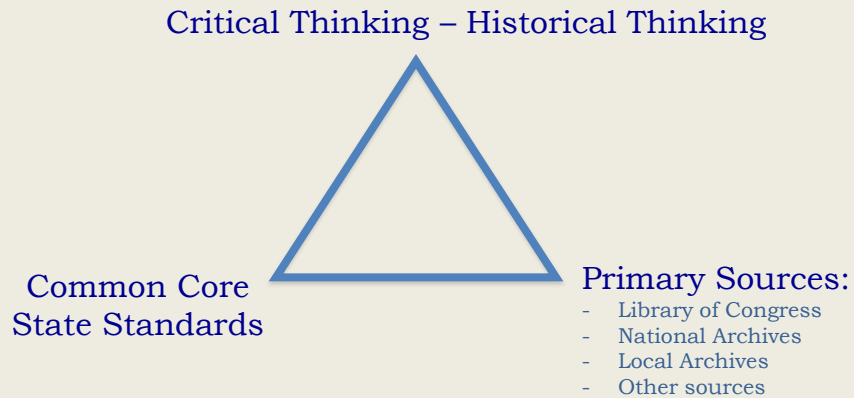


<http://EmergingAmerica.org/tps>

Critical Thinking, Primary Sources, &  
Common Core State Standards



Lessons align three elements.  
Balance complexity based on grade & experience.



## Common Core State Standards (CCSS)

- A 2010 initiative of National Governors Association & Council of Chief State School Officers to create:
  - A *nationwide* framework of standards in...
    - English Language Arts
    - Mathematics

## History & Science in the CCSS

- Fall under English Language Arts
- Focus is literacy
- Supplement state History & Science standards
- Four Standards Total
  - Key Ideas and Detail
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity

## What the CCSS ARE & ARE NOT

- **NOT** *CONTENT* standards–  
Instead they use existing  
state content frameworks.
- **ARE** *SKILL*-based
- **ARE** *SCAFFOLDED* by grade

## Implications of CCSS Literacy Focus

- Literacy includes oral, data, audio-visual, & digital
- Informational texts 50-50 of Gr 3
- Read complex texts
- Write persuasive essays, historical narrative, & write & present research
- Read & write in the discipline

## CCSS: Reading Standards for Literacy in History/Social Studies

### **SAMPLE LINK TO CCSS STANDARDS:**

#### **Grades 6-12 – Key Ideas and Details (page 61)**

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## The Common Core State Standards K-12 Progression W1

- ✿ **K** Compose opinion pieces; state an opinion or preference
- ✿ **1 - 2** Write Opinion pieces
  - ✿ Introduce topic, opinion, reason, closure
- ✿ **3 - 5** Write opinion pieces on topics
  - ✿ Support point of view with reasons and information
- ✿ **6 - 8** Write arguments to support claims
  - ✿ Clear reasons and relevant evidence
- ✿ **9 - 12** Write arguments to support claims in an analysis of substantive topics or texts
  - ✿ Valid reasoning, relevant and sufficient evidence

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## Elements of an Argument

- ✿ ***Claim or Thesis*** - describes one side of an argument
- ✿ ***Reasons:***
  - ✿ *Facts in support of those reasons*
  - ✿ *Examples in support of those reasons*
- ✿ ***Conclusion***
- ✿ *For older students: an argument should include a refutation of the counterargument*

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# Strategy: Reading a Visual Image

Based on the book *Texts and Lessons for  
Content Area Reading* by Harvey Daniels

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*Take one  
minute to  
study this  
image.*

*Just look  
and see  
what you  
notice, but  
don't  
write  
anything  
down.*

<http://www.loc.gov/pictures/item/2008680173/>

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*Use all the time I am giving you to list details.*

*Keep writing down anything you see.*

<http://www.loc.gov/pictures/item/2008680173/>

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*Use all the time I am giving you to list details.*

*Keep writing down anything you see.*

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*Use all the time I am giving you to list details.*

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<http://www.loc.gov/pictures/item/2008680173/>

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*Take a few minutes to add to your notes while you view the entire image.*

<http://www.loc.gov/pictures/item/2008680173/>

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## Pair Share Part I

*Turn to your partner and discuss your thinking about this slide using your notes as a guide.*

*Try to notice the similarities and differences in what you and your partner saw and recorded.*

## Pair Share Part II

- ✿ *What are the three most important details you and your partner noticed?*
- ✿ *What conclusions about the image can you draw from these details?*
- ✿ *If you were to give this image a title, what would it be?*

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## Group Share

*Each team should come up, point out one detail they think is important and then write their title on the whiteboard.*

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**TEACHER'S GUIDE**  
**ANALYZING PHOTOGRAPHS**  
**& PRINTS**

Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

**OBSERVE**  
Have students identify and note details.  
Sample Questions:  
Describe what you see. - What do you notice first?  
- What people and objects are shown? - How are they arranged? - What is the physical setting?  
- What, if any, words do you see? - What other details can you see?

**REFLECT**  
Encourage students to generate and test hypotheses about the image.  
Why do you think this image was made? - What's happening in the image? - When do you think it was made? - Who do you think was the audience for this image? - What tools were used to create this? - What can you learn from examining this image? - What's missing from this image? - If someone made this today, what would be different? - What would be the same?

**QUESTION**  
Have students ask questions to lead to more observations and reflections.  
What do you wonder about...  
what? - what? - when? - where? - why? - how?

**FURTHER INVESTIGATION**  
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.  
Sample Question: What more do you want to know, and how can you find out?

<b>A few follow-up activity ideas:</b>	Beginning Write a caption for the image.	Advanced Have students expand or alter text box or other printed explanations of history based on image they study.	For more tips on using primary sources, go to <a href="http://www.ohio.gov/teachers">http://www.ohio.gov/teachers</a>
	Intermediate Select an image. Predict what will happen one minute after the scene shown in the image. One hour later? Explain the reasoning behind your predictions.		

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## How can we analyze this as a piece of persuasion?

- ✿ *Who was Paul Revere? Why was he creating this document?*
- ✿ *What claim is Revere making in this engraving?*
- ✿ *What visual evidence is there to support that claim?*
- ✿ *Take five minutes to write a quick paragraph that makes the same claim and evidence.*

## Pair Share

- ✿ *Turn and share your paragraph with a neighbor.*
- ✿ *Discuss which you think is more persuasive - the engraving or your writing is more persuasive. Explain your reasons.*
- ✿ *Two teams share out to whole group.*

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## Strategy Reading Like a Historian

*based on the work of Sam Wineburg and the  
Stanford History Education Group*

<http://sheg.stanford.edu>

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# Reading Like a Historian

## SC<sup>3</sup>

- ☼ **S**ourcing
- ☼ **C**ontextualizing
- ☼ **C**lose Reading
- ☼ **C**orroborating

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## *Give me liberty, or give me death!*

Saint John's Church, Richmond Virginia, where Patrick Henry delivered his famous speech.



<http://www.loc.gov/pictures/item/2004681948/>



[Listen to Harry E. Humphrey read Henry's famous speech on 7-16-1913.](http://www.loc.gov/pictures/item/2001700209/)  
<http://www.loc.gov/jukebox/recordings/detail/id/3057/>

"Give me liberty, or give me death!" Patrick Henry delivering his great speech on the rights of the colonies, before the Virginia Assembly, convened at Richmond, March 23rd 1775, concluding with the above sentiment, which became the war cry of the revolution.



<http://www.loc.gov/pictures/item/2001700209/>

[You Tube Version](#)

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**TEACHER'S GUIDE**  
**ANALYZING BOOKS & OTHER PRINTED TEXTS**

Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

**OBSERVE**  
Have students identify and note details.  
Sample Questions:  
Describe what you see. - What do you notice first?  
- Is there any text you can read? What does it say?  
- Describe anything you see on the page besides words, such as images or decorations. - How is the text and other information arranged on the page?  
- Describe anything about this text that looks strange or unfamiliar. - What other details can you see?

**REFLECT**  
Encourage students to generate and test hypotheses about the source.  
What was the purpose of this text? - Who created it? - Who do you think was its audience? - Can you tell anything about what was important at the time it was made? - What tools and materials were used to create it? - What is the larger story or context within which this was printed? - What can you learn from examining this? - If someone created this today, what would be different?

**QUESTION**  
Have students ask questions to lead to more observations and reflections.  
What do you wonder about...  
who? - what? - when? - where? - why? - how?

**FURTHER INVESTIGATION**  
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.  
Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**  
*Beginning*  
Have students choose a section of the text and put it in their own words.  
*Intermediate*  
Look for clues to the point of view of the person, or people, who created this text. Discuss what someone with an opposing or differing point of view might say about the issues or events described in it. How would the information be presented differently?

*Advanced*  
Examine a section of the text. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this text?

For more tips on using primary sources, go to <http://www.iac.gov/teachers>

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## Close Reading of Patrick Henry's "Give me liberty, or give me death!"

NO man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if entertaining, as I do, opinions of a character very opposite to theirs, I shall speak forth *my* sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery. And in proportion to the magnitude of the subject, ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country and of an act of disloyalty towards the majesty of Heaven which I revere above all earthly kings.



## Some Strategies for Persuasion

- ✿ *Make a Claim*
- ✿ *Use Big Names*
- ✿ *Appeal to Logic*
- ✿ *Appeal to Emotion*
- ✿ *Build Trust*
- ✿ *Use urgency*
- ✿ *Cite Research*

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## Other Tools:

- National Archives  
<http://www.archives.gov/education/lessons/worksheets/index.html>
- R.A.F.T.
- Historical Scene Investigation  
College of William and Mary: <http://web.wm.edu/hsf/>
- DBQ (Document-Based Question)  
<http://www.dbqproject.com/> (Commercial Product)

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- ☀ **R- Role**
- ☀ **A- Audience**
- ☀ **F- Format**
- ☀ **T- Topic**
- ☀ **S- Strong Verb**



*America In Class:  
Teaching with Primary  
Sources Online Seminars*

**Richard Schramm**  
**Vice President of Educational Programs**  
**National Humanities Center**

**National Humanities Center**

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**Teaching with Primary Sources**  
**Online Seminars**

**Richard Schramm**  
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The National Humanities Center presents America in CLASS<sup>®</sup>, primary and secondary resources, online seminars, and lessons for history and literature teachers.

America in CLASS<sup>®</sup> is designed to promote the analytical skills called for in the Common Core State Standards for English language arts and literacy in history and social studies.

- identifying and evaluating textual evidence,
- determining central ideas,
- understanding the meanings of words,
- comprehending the structure of a text,
- recognizing an author's point of view, and
- interpreting content presented in diverse media, including visual images.

**Primary Sources**  
Collections of historical documents, literary texts, and works of art thematically organized with notes and discussion questions, annotated and excerpted for classroom use.

**Online Seminars**  
Live, interactive professional development seminars for history and literature teachers, conducted by leading scholars.

**Lessons**  
Key questions, essential understandings, and primary sources with context, background, and discussion excerpts for classroom teaching.

**Teaching with Primary Sources Seminars  
2013  
(Live, Online, Ninety-minutes, Leading Scholars)**

The Struggle for Woman Suffrage  
Economic Development of the West in the Late Nineteenth Century  
The Causes and Consequences of Indian Removal  
The Emergence of Jim Crow  
African Americans and the American Revolution

**Goals**

To deepen teacher content knowledge  
To provide fresh resources—primary documents—for use with students  
To introduce teachers to Library of Congress resources  
To contextualize and support the use of those resources  
To promote close reading in support of the Common Core State Standards



### Common Core Goals

- The Common Core State Standards in English Language Arts and literacy in history and social studies seek "To help ensure that all students are college and career ready in literacy"
- Promote close attentive reading
- Foster deep and thoughtful engagement with high-quality literary and informational texts



### Questions Addressed Today

- How do the NHC-TPS seminars address the task of close reading?
- How do we analyze and present a text for close reading?





### What is close reading?

When we do close reading, we go through a text carefully, examining and putting together all **the striking elements of the text** that produce its meanings. We trace patterns and make connections. As we read, we use as evidence the key, relevant **language tools** that a text gives us in order to gain a clear understanding of the author's ideas and purposes.



### Language Tools to Consider When Framing Close Reading Questions

- |  |   |
|--|---|
| ➤ diction (word choice)                            | ➤ voice   |
| ➤ the connotative and denotative meanings of words | ➤ multiple perspectives   |
| ➤ the impact of words                              | ➤ organization and arrangement of ideas                         |
| ➤ repetition of words and phrases                  | ➤ transitions   |
| ➤ figures of speech                                | ➤ tone/mood   |
| ➤ rhythm   | ➤ inferences  |
| ➤ sentence variation                               | ➤ implications  |
| ➤ sentences and their structure                    | ➤ evidence  |
| ➤ paragraphs and their structure                   | ➤ strategic silences  |
| ➤ imagery  | ➤ audience  |
| ➤ symbolism  | ➤ the author's intent/purpose (to the extent we can discern it) |
| ➤ logic of presentation or argument                | ➤ historical context  |
| ➤ strategies of presentation or argument           | ➤ setting   |
| ➤ point of view                                    | ➤ theme, central idea, thesis                                   |





From the Library of Congress lesson  
“Suffragists and Their Tactics”

([www.loc.gov/teachers/classroommaterials/lessons/suffragists/](http://www.loc.gov/teachers/classroommaterials/lessons/suffragists/))

Document found in “An American Time Capsule: Three Centuries of Broad­sides and Other printed Ephemera”

(<http://hdl.loc.gov/loc.rbc/rbpe.13200400>)



What is close reading?

When we do close reading, we go through a text carefully, examining and putting together **all the striking elements of the text that produce its meanings**. We trace patterns and make connections. As we read, we use as evidence the key, **relevant language tools** that a text gives us in order to gain a clear understanding of the author's ideas and purposes.



### Teacher's Analysis

#### Contextualizing Elements

- When was it published?
- Where was it published?
- For whom was it written?
- Why was it written?

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### Teacher's Analysis

#### What strikes us about this broadside?

- List format; not in paragraph form
- Repetition in bold capital letters of the word "because" (It appears 12 times.)
- "Because" clauses lead the eye to a sentence beginning with "they."
- Repetition of the sentence "They should vote equally with men."
- Note the title; perspective
- Key words: obey, support, suffer, mothers, children, health, future citizens, serve public welfare, advice, housemothers, need to be trained, higher sense, social and civic responsibility, consumers, echoes of Gettysburg Address, help.
- Repetition of "help."

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### Close Reading Questions (Text-Dependent)

- What do lists usually do?
- How is this list different?
- Why structure the broadside as a list?
- How does the structure emphasize the message?



### Close Reading Questions (Text-Dependent)

- What is the effect of the repetition of the word "because"?
- What is the effect of the repetition of the sentence "They should vote equally with men."
- What does the title tell us?
- How does this broadside portray women? Cite evidence from the text to support your answer.
- Why would the authors chose that image?



### Summarize the argument this broadside makes.

Voting would not take women out of their traditional domestic sphere. In fact, the vote would be an extension of their traditional roles as mothers, wives, advisors, homemakers, upholders of civic virtue, consumers, and helpmates.

[americainclass.org](http://americainclass.org)

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## National Humanities Center

### Teaching with Primary Sources Online Seminars





## *The Visual Sources: Using Library of Congress Archives in the Classroom*

**Alexander "Sandy" Pope**  
**Teachers College at Columbia University**

## Visual Sources in the Classroom

- Intensive summer professional development
  - Five days in July
  - Seven hours per day
  - TPS provided lunch and copies of Ken Jackson's *Encyclopedia of New York*
- Open to K-12 teachers in NYC who teach American History
- Focused on adapting existing curriculum by integrating digital primary sources

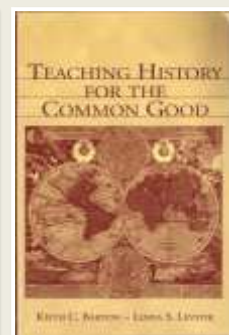
## Four Archive Collections

- [\*First-Person Narratives of the American South, 1860-1920\*](#)
- [\*The Northern Great Plains, 1880-1920\*](#)
- [\*Evolution of the Conservation Movement, 1850-1920\*](#)
- [\*Railroad Maps Collection\*](#)



## Four Archive Collections

- Wide relevance in US History
- Key issues of equality, power, and development
- Read and discussed key works regarding the use of visual sources in the classroom



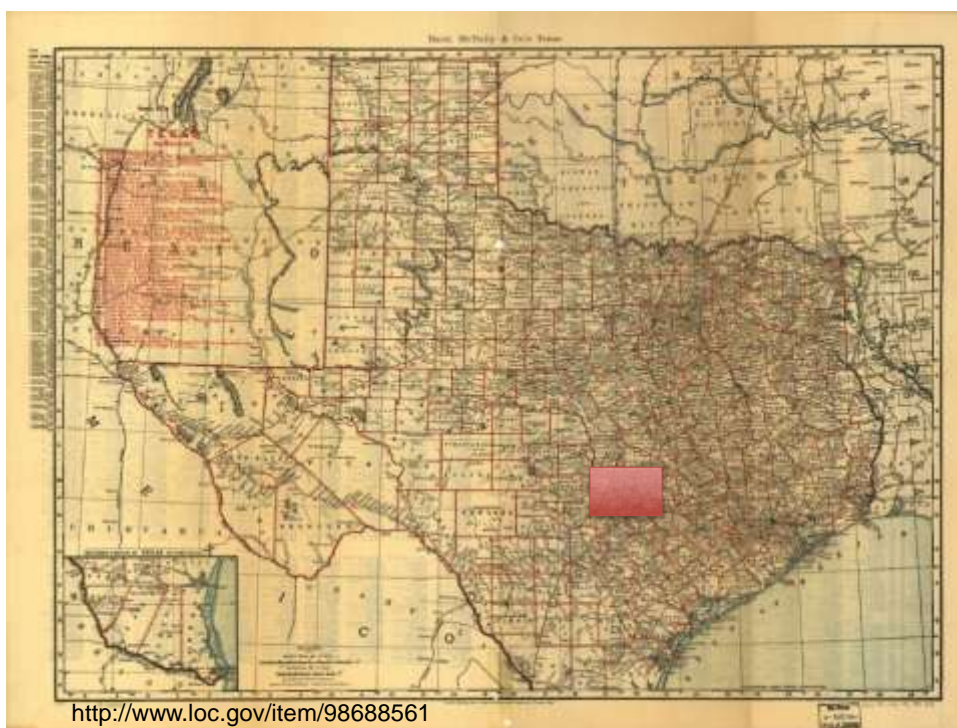
## Key Questions About US History Teaching

- What are the strengths and weaknesses of your curriculum as it stands now?
- What types of sources do you currently use?
- What sources would you like to use, and how do you envision students working with them?
- How will primary sources benefit your students' learning in this curriculum?

## Benefits of Digital Primary Sources

- More than replacing existing sources or documents
- Enhanced viewing of historic documents



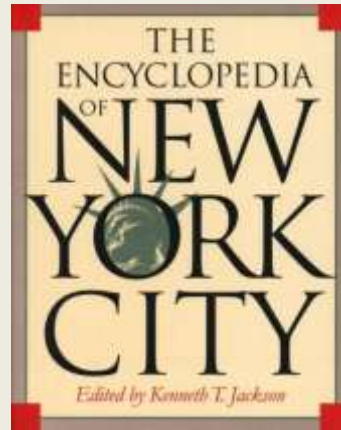




- More than replacing existing sources or documents
- Enhanced viewing of historic documents
- Greater depth and breadth than possible with traditional sources
  - Let students work directly with sources to engage in messy history
  - Use Archive and online repositories to find new sources
  - Generate intensive investigations of topics

## Combining with Local Relevance

- *Encyclopedia of New York* (Jackson, Keller, & Flood, 2010)
- Offers close look at key local issues
- Teachers identified new ways to approach old topics



## Sample Topics and use of Archives

- Race relations
  - Challenging dominant narrative; slavery in the north
- Harlem Renaissance
  - Using primary sources to offer depth that students wanted
- European/Native contact
  - New maps and artifacts; showing contact from the native perspective
- New immigration
  - Novel texts and other sources to help ELLs

## Successes and Challenges

- Teachers introduced new sources and novel individual activities
- Not all units demonstrated deep alterations
- Teachers should be strategic in working with sources
- Goal is integrating knowledge and skills associated with visual sources
- Requires a commitment over time

## PD Bibliography

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- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.



## Questions or Comments?

**Please type your questions in the text chat box to the right on your screen.**

## Conference Mini-Grant Opportunity

A flyer for the Teaching with Primary Sources Eastern Region Professional Conference Mini-Grant. The flyer is white with a blue border and features the Library of Congress Teaching with Primary Sources logo at the top left. Below the logo, it says "Eastern Region Coordinator" and "WAYNESBURG UNIVERSITY" with the URL "http://tps.waynesburg.edu". The main title of the flyer is "TEACHING WITH PRIMARY SOURCES EASTERN REGION PROFESSIONAL CONFERENCE MINI-GRANT". The text on the flyer states: "TPS Eastern Region Partners may apply for financial assistance up to \$2,000 to cover expenses related to the presentation of TPS methods, materials and project findings at professional development conferences and venues. Presentations must be pre-approved. Domestic travel only." Below this, it says "FOR MORE INFORMATION:" followed by "Barbara Kirby, Coordinator • bkirby@wayneburg.edu • (724) 820-3388 • http://tps.waynesburg.edu/region". At the bottom, it says "SUBMIT YOUR REQUEST TODAY!" and "http://www.surveymonkey.com/request-for-professional-conf-presentation".

Follow the Link to  
Apply for a Mini-Grant

<https://www.surveymonkey.com/s/request-for-professional-conf-presentation>



**TEACHING**  
*with* PRIMARY  
**SOURCES**

*Thank you*

**All of the materials used in this presentation are  
available online at:**

**<http://tps.waynesburg.edu/tpseasternregion/archive>**