

Welcome to Write to the Source



Webinar begins promptly at 1 pm

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While you wait:

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Write to the Source

Authentic Reading & Writing for K – 8 Students

Teaching with Primary Sources

Eastern Region Webinar

February 15, 2018

Write to the Source

Authentic Reading &
Writing for K – 8 Students

Featured Speakers

Salika Lawrence, *Associate Professor*
Medgar Evers College,
City University of New York, NY

Tiffany Labissiere, *Literacy Coach*
New York City Department of
Education, NY

Marie Donnantuono, *School Library
Media Specialist*
John P. Holland Charter School, NJ

Joselle Fisher, *Pre-Service Teacher*
Medgar Evers College
City University of New York, NY

Overview of the Session

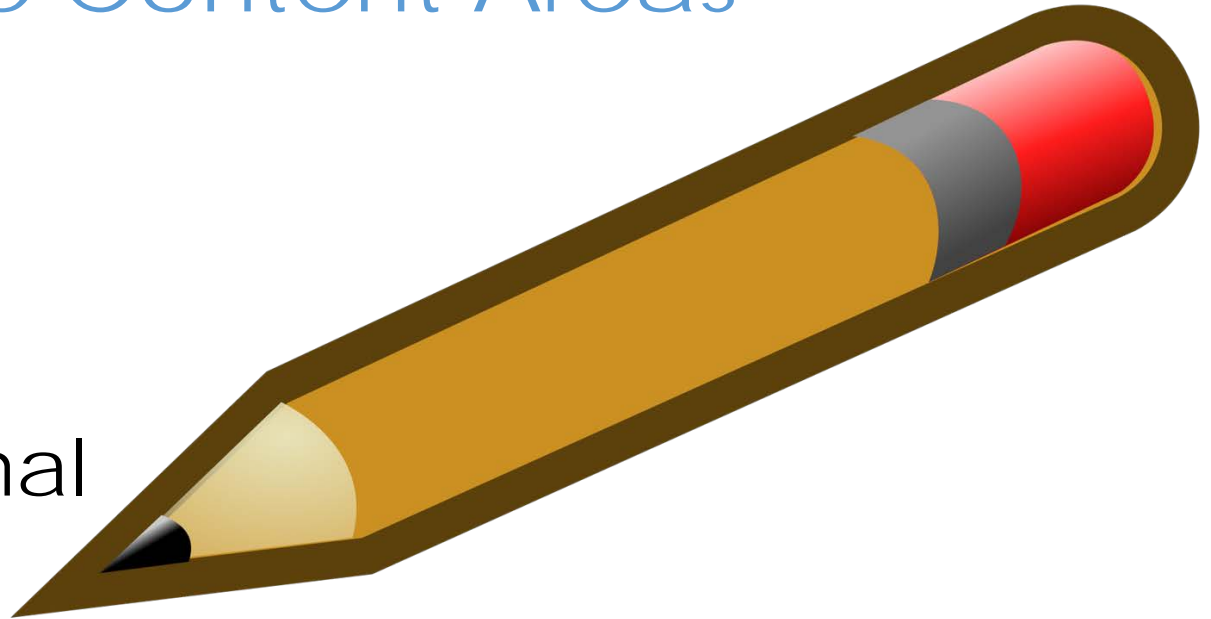
1. Teaching writing
2. Linking writing and content
3. Strategies that help foster writing experiences
 - Visual texts such as primary sources
 - Authentic literature
 - Processes that scaffold students through the writing process

Why Write?

1. Asking questions
2. Contextualizing
3. Synthesizing texts
4. Examining claims and arguments
5. Making judgments and inferences
6. Making arguments
7. Evaluating evidence
8. Make connections (text-to-text, text-to-world)

Writing in the Content Areas

- Narrative
- Argument
- Informational



Activities that Engage Students in Content Writing

- R.A.F.T
 - Role, Audience, Format, Topic
- Real World Writing
 - Letter Writing, Postcard activities
- Storytelling
 - Narrative Writing-Historical fiction
- Playwriting
- Narrative Non-fiction

Literacy Workstations for Responding to Visual Texts



Genre: Narrative Non-fiction

- Creative, literary, or narrative nonfiction genre
- Facts, sources, and artifacts obtained through research are used with literary techniques to enhance storytelling
- Stories told from personal experience using first person voice

Source: <https://www.loc.gov/resource/cph.3b49130/>

Historical Fiction Writing

Station 1



<https://www.loc.gov/item/200169955/>
Library of Congress

www.loc.gov/teachers

Station 2



<https://www.loc.gov/item/20106531/>
Library of Congress

www.loc.gov/teachers

Station 3



<https://www.loc.gov/item/200466022/>
Library of Congress

www.loc.gov/teachers

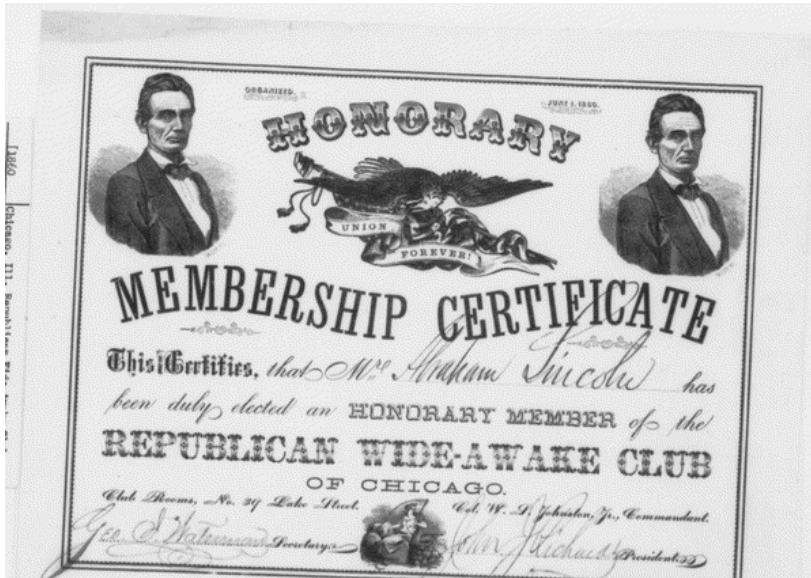
Station 4



<http://chroniclingamerica.loc.gov/doc/90059523/1903-11-22/eb-1/seq-12/>
Library of Congress

www.loc.gov/teachers

Picture Prompts



Celebrity Memoir

Reflect on a moment in time

TASK:

Write a memoir about this moment in Lincoln's life.

Elements of Memoir:

- **Hook** the reader with a statement or question
- **Set the scene** and describe the place, time, people involved, etc.
- **Plot** the story from beginning, middle, and end
- Share sensory **details** using strong verbs (Show don't tell)
- Use **transitions** to advance the events
- **Reflect** on the theme and what lessons were learned

<http://www.hbcasd.org/view/11534.pdf>

Other Visual Texts

Portraits



Adapting Sources for Narrative

Writing outcomes should focus on language, literary techniques/ devices, genre features, etc.

1. Create a picture book
2. Create an iMovie (digital storytelling)
3. Each student writes a story from two different points of view
4. Write the prequel to the image
5. Write the sequel to the image
6. Write a script for the scene

Direct Writing Instruction Across Content Areas



- Students produce political cartoons and editorials on contemporary local, national, and global issues
- Students debate a new scientific process/procedure
- Students complete social action research projects

Found Poetry

Loc.gov → Teachers → classroom materials → primary source sets



Found Poetry

Using primary source texts on a variety of subjects,
Students select words to retell the historical content
In poetic form.

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Found Poetry



Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more:

[Found Poetry Teacher's Guide](#) (PDF, 1.15 MB)

To help your students analyze these primary sources, get a graphic organizer and guides:

[Analysis Tool and Guides](#) »

Find out which standards this resource meets



Common Core



State Content



Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3.



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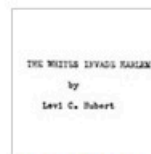
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Setting](#)

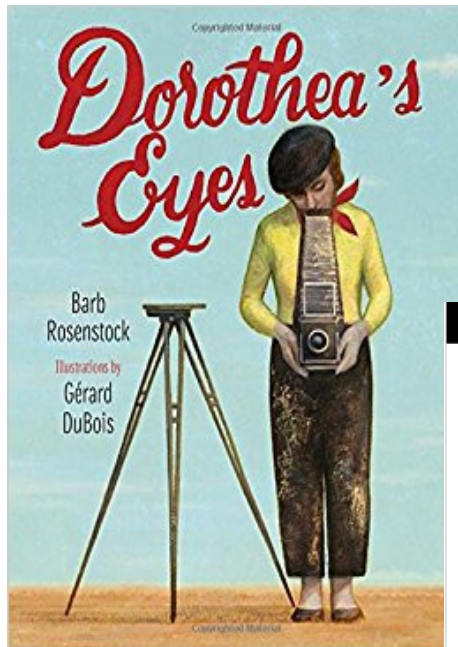
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Teaching with Primary Sources Lessons in a K-8 Library!



The Library of Congress > Teachers > Classroom Materials > Primary Source Sets > The Dust Bowl

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The Dust Bowl



Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more:

[The Dust Bowl Teacher's Guide](#) (PDF, 2.53 MB)

To help your students analyze these primary sources, get a graphic organizer and guides:

[Analysis Tool and Guides](#) >

[Student Discovery Set](#) — free ebook on [iBooks](#)

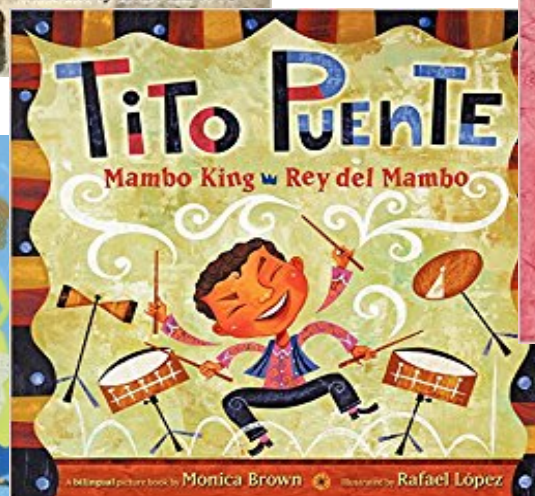
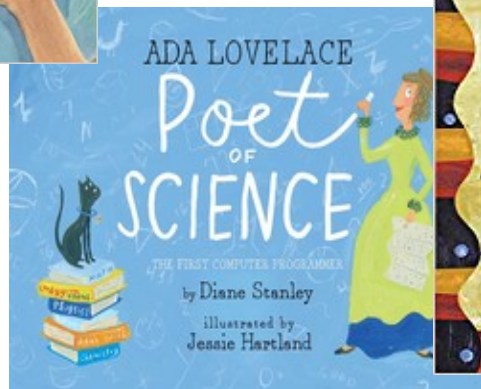
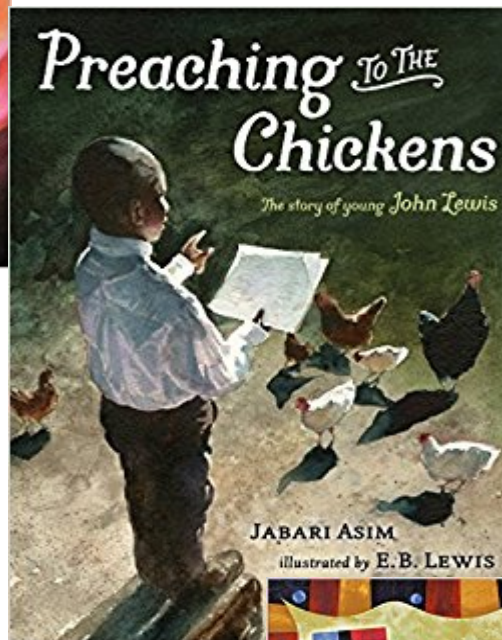
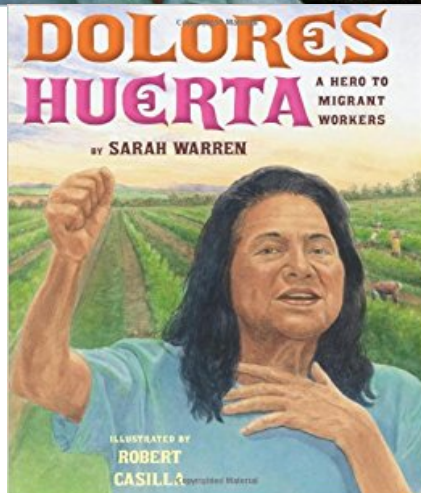
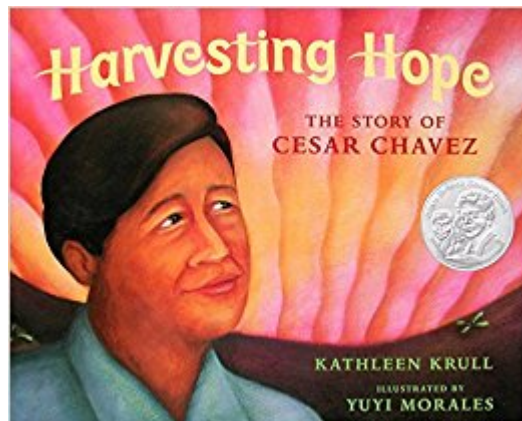
Find out which standards this resource meets ☐ Common Core ☐ State Content ☐ Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3.







Explore Picture Book Biographies



Use these as a guide as you skim and scan:

1. **Who is the subject of your picture book biography?**
(male/female; age; living/not living; point of origin/where were they born)
2. **What was their “claim to fame?”**
(Was it a(n) - invention? discovery? contribution? movement? lifestyle?)
3. **Is there an “Author’s Note” at the beginning or end of this picture book bio?**
(If so, did it give you additional info not mentioned inside the story?)
4. **Which category – or categories! – did/does this person influence?**
(Music/Sports/Art/Science/Technology/Activism/Culture/Literature/Other?)
5. **Check to see if the resources used by the author are listed.**
Where would you go if you were doing a report about this person?

Bibliography for Biography Unit

Ada Lovelace Poet of Science

The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss

The Boy Who Invented TV

Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909

Bring Me Some Apples and I'll Make You a Pie (A Story about Edna Lewis)

Coming Home from the Life of Langston Hughes
Diego

Dolores Huerta: A Hero to Migrant Workers

Dorothea's Eyes

The Hallelujah Flight

Harvesting Hope: The Story of Cesar Chavez

Ira's Shakespeare Dream

The Legendary Miss Lena Horne

Long May She Wave

Muhammad Ali: The People's Champion

Mysterious Thelonious

Preaching to the Chickens

Seeker of Knowledge: The Man who Deciphered Egyptian Hieroglyphs

Sky High: George Ferris's Big Wheel

A Splash of Red: The Life and Art of Horace Pippin

Talkin' about Bessie: The Story of Aviator Elizabeth Coleman

Tito Puente: Mambo King

The World is Not a Rectangle

Young Mozart

Zora Hurston and the Chinaberry Tree

Teaching with Primary Sources & Authentic Texts during a K-4 Author Study

Lois Elhert Author Study

Kindergarten & Grade 1:
Growing Vegetable Soup,
Fish Eyes

Grades 2 & 3:
Pie in the Sky, Nuts to You,
Red Leaf Yellow Leaf

Grade 4:
Leaf Man

Common Core: R.CCR.7 & R.CCR.9



Library of Congress > Teachers > Classroom Materials > Primary Source Sets > Weather Forecasting

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Weather Forecasting



Free-form Snip
[Teacher's Guide](#)

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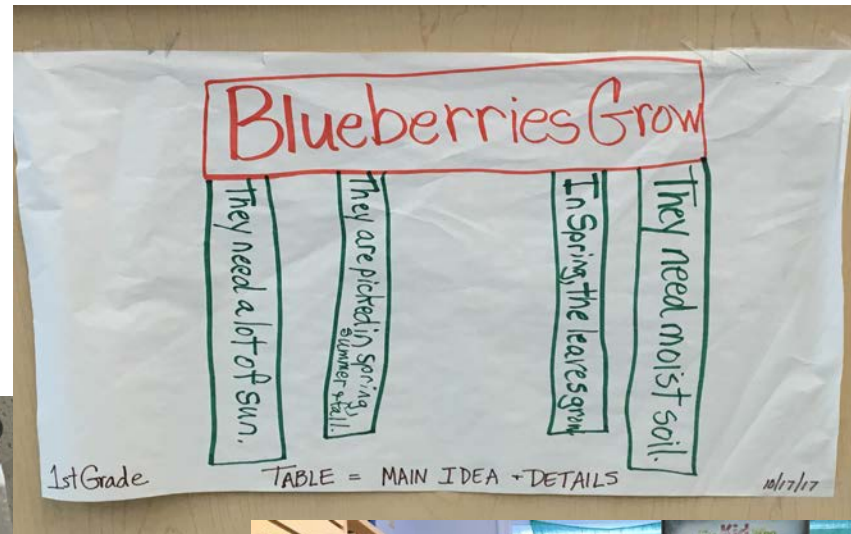
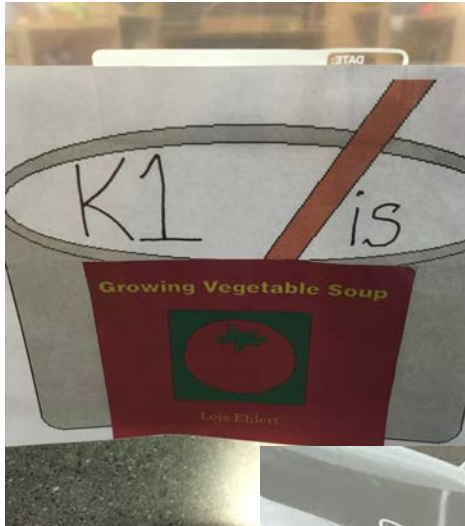
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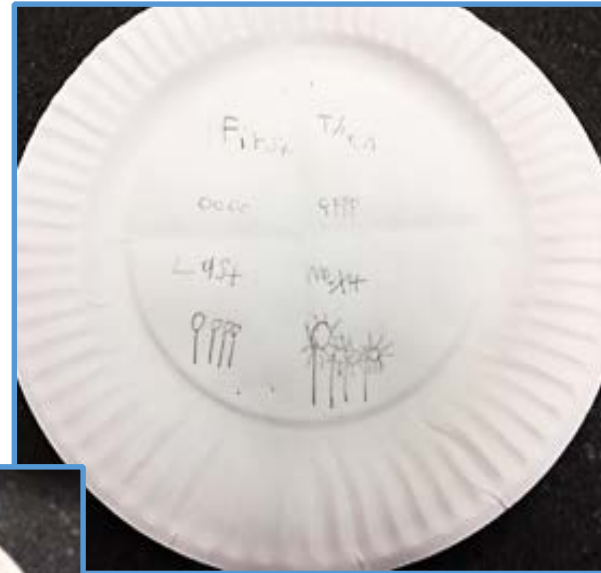
USDA plant hardiness zone map : [United States]

Plant hardiness zone map :



Examples of Student Outcomes







content
stories
engagement
sources
text

writing
visuals

Importance of Scaffolding

Wood et al. (1976, p. 90) offer the following definition of scaffolding:

“Those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.”



Strategies to Scaffold the Writing Process



1. Pre-Teach Vocabulary

- Introduce challenging words/ lesson vocabulary prior to direct instruction
- Ask students to create a visual representation of the word or discuss the word meaning with peers before giving a dictionary definition
- Give students the opportunity to compare their definition with a dictionary entry

Strategies to Scaffold the Writing Process (cont.)



2. Visual Aids

- Videos
- Pictures
- Charts
- Graphic organizers
 - often used as the final task of an assignment but can be an effective tool to spurs metacognition **rather than** as the outcome
 - serve as a visual representation of the organization of their thought process as they break down new and difficult information

Strategies to Scaffold the Writing Process (cont.)



3. Sentence Stems/Starters

- Aid in introducing or adding ideas; analyzing texts; constructing expository, biographical, narrative, or opinion pieces; or providing textual evidence when writing

Examples



- Expository: One could agree that.../ You would be excited to know that...
- Biographical/Narrative: When I was young.../ Soon after...
- Opinion: I disagree/agree because.../ I would argue that...
- Text Evidence: According to the text.../ After reading ____, I believe...

Using Sentence Stems/ Starters to Deconstruct, Analyze or Create Biographies



- Creates a sense of ease
- Helps organize thoughts from beginning, middle, and end

Example: Sentence Stems/Starters

Name _____ Date _____	
<h2>Martin Luther King Jr.</h2> <h3>Sentence Frames/Starters</h3>	
	
★	<p><u>How to begin your Topic Sentence/Introduction</u> Choose <u>ONE</u>:</p> <p><input type="checkbox"/> Martin Luther King Jr. was (born, a civil rights activist, a great ____, a ...)</p> <p><input type="checkbox"/> Dr. King was (an amazing leader, a minister, an important...)</p> <p><input type="checkbox"/> Let me tell you about (a ____ man/leader, a hero...)</p> <p><input type="checkbox"/> In January, we honor Martin Luther King Jr.</p> <p><input type="checkbox"/> Martin Luther King Jr. had a dream.</p> <p><input type="checkbox"/> Would you like to learn more about a great ____? (man/leader...)</p>
Beginning Middle F	<p><u>How to begin your Details/Facts</u> Choose <u>THREE</u> or more:</p> <p><input type="checkbox"/> He was (born on, a ____, a minister, a leader...)</p> <p><input type="checkbox"/> We honor/remember him because...</p> <p><input type="checkbox"/> Dr. King (had a dream, led marches, was a hero/leader...)</p> <p><input type="checkbox"/> In ____, (year), he ____.</p> <p><input type="checkbox"/> He (believed ____, wanted ____, also ____, ...)</p> <p><input type="checkbox"/> MLK Jr. ____.</p> <p><input type="checkbox"/> His (work, dream, beliefs...)</p>
♥	<p><u>How to write your Conclusion</u> Choose <u>ONE</u></p> <p><input type="checkbox"/> Martin Luther King Jr. was a ____ man.</p> <p><input type="checkbox"/> Martin Luther King Jr. 's dream ____.</p> <p><input type="checkbox"/> Now you know more about ____ (Martin Luther King Jr., Dr. King...)</p>
End 	

Student Outcomes When Using Graphic Organizers



- Students organize information for their own autobiographies, published autobiographies of historical or influential figures (Abraham Lincoln, Harriet Tubman, Martin Luther King Jr.)
- Students note specific dates to help sequence thoughts for the story

Example: Biographical Organizer



BIOGRAPHY TIMELINE ORGANIZER

Name: _____

Class: _____

Date: _____

Instructions: First, your group leader will read your book aloud. Afterwards you will write the six (6) most important events in the person's life in the timeline below. As the group leader reads, don't forget to make notes so you don't forget an event!

A diagram of a biography timeline organizer. It features a central horizontal line. Six rectangular boxes are arranged around this line: three above and three below. Each box is connected to the central line by a short diagonal line segment, indicating where to place specific events or dates.

Diagram showing a horizontal timeline line with six rectangular boxes arranged around it (three above and three below) for recording events. Each box is connected to the timeline by a short diagonal line.

Re-Cap

Teach and help students understand

- Structure
- Process
- Genre
- Technique
- Adaptation
- Purpose for writing

Activities and Strategies Using Authentic Literature and Diverse Texts

Text	Focus Areas/ Activities/ Student Outcomes
Picture Books	Writing Techniques (story elements, details, character, setting)
Poems	Analysis (vocabulary, language) Narrative Written Response
Quantitative data	Analysis Narrative



Writing Prompt: Quantitative Data

(Example: 1st grade, 2nd grade)

TASK

Write a story
about the
numbers below.

12

3

6

One day, twelve boys were walking in the park. They saw six ducks in the pond. Three of the ducks put their head in the water to look for food. The other three swam around the pond.

Writing Prompt: Quantitative Data

(Example: 7th grade, 8th grade)

PUBLICATIONS OF THE IMMIGRATION RESTRICTION LEAGUE No. 38.

Immigration Figures for 1903.

(From data furnished by the Commissioner General of Immigration.)

RECEIVED
DEC - 11 1903

Comparison of the Fiscal Years ending June 30, 1902 and 1903.

	1902.	1903.
Total immigration	648,743	857,046
Percentage of increase over 1902		32
Percentage of increase over 1901	33	76
Percentage of increase over 1899	108	175
Percentage of increase over 1898	183	274
Number debarred from entrance and returned within one year after landing	5,429	9,316
Per cent. debarred and returned	0.8	1.1
Number of illiterates over 14 years of age. [See Note 1.]	165,105	189,008
Per cent. of illiterate in total immigration over 14 years of age	28.7	25.0
Immigration from countries of Northern and Western Europe. [See Note 2.]	138,700	203,689
Per cent. of total immigration	21.4	23.8
Immigration from countries of Southern and Eastern Europe. [See Note 2.]	480,331	610,813
Per cent. of total immigration	74.0	71.3
Immigration from Asia	22,271	29,566
Per cent. of total immigration	3.4	3.5
Average money brought, in dollars	16	19
Per cent. of immigrants who have been in the United States before	9.5	8.9
Per cent. of total immigration having no occupation, including women and children	23.6	23.3
Per cent. of total immigration who were farm-laborers, laborers, or servants	60.6	57.3
Per cent. of total immigration destined for the four States of Ill., Mass., N.Y., and Pa.	67.8	65.4

NOTE 1. — Although the percentage of illiteracy shows an improvement this year over last, it should be remembered that these figures are based upon the manifests, which in turn are made up from the statements of the immigrants. One test recently made at New York showed that 175

10

TASK

Write a narrative about the data presented in the source.

Source:

Immigration Figures for 1903
https://www.loc.gov/resource/rbp_e.07902500/?sp=1



Thank you!

Questions?



How'd we do?

<http://bit.ly/TPSERwebinar>

Note: Primary sources used in this presentation are either hyperlinked directly or the URL is listed on the slide.



For More Information

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