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Junior Detectives: Teaching with Primary Sources as a Bridge to Disciplinary Literacy

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Do your students learn "what it is to ask and answer historical questions"? Do they learn how to find information, evaluate sources, reconcile conflicting accounts, and create an interpretive account?[1] Even students in the elementary grades can grasp the importance of evidence when one is constructing arguments and comparing historical accounts.[2] Designing inquiries, however, is challenging at any level. Disciplinary thinking develops slowly and unevenly; it needs to be nurtured over time.[3]

In this article, we introduce a series of interconnected, inquiry-based activities from a fifth grade social studies curriculum, "My Place in Time and Space," which was developed in part through a Library of Congress Teaching with Primary Sources (TPS) Regional Grant Program—Eastern Region.[4] These activities are designed to build students' disciplinary literacy skills through working with primary sources. Each inquiry asks students to take on the role of junior detective and to work with an explicit source analysis strategy to investigate themes of discrimination and equality in 20th century U.S. history.[5] The three historical topics we include here are child labor during the first quarter of the 20th century, the imprisonment of Japanese Americans during World War II, and the arrest of Rosa Parks, which sparked the Montgomery Bus Boycott of 1955–56. The individual inquiries support key dimensions within the Inquiry Arc of the C3 Framework (the College, Career, and Citizenship (C3) Framework for Social Studies State Standards.[6]

Dimensions of the C3 Framework's Inquiry Arc

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action.

As part of the process of investigating each mystery, the junior detectives also consider the bigger picture regarding the nature of history through the overarching question: "Is there more to history than reading my textbook?" In other words, what makes good history?

Scaffolding the Inquiry Arc

To help students embrace the idea of being junior detectives, we show a series of images featuring famous detectives from popular culture, e.g. Nancy Drew, Sherlock Holmes, the Scooby Doo Gang, etc. We invite students to identify what these characters have in common and then ask: "How do these detectives solve mysteries?" "How do they work with clues?" "What makes some clues better than others?"

As part of this discussion, we point out that the work of detectives is similar in many ways to that of historians.

Historians, like detectives, use clues and observation to solve mysteries. They have to pay attention to the context of events and the language used to describe events. They work with evidence to answer questions about the past.

We then "deputize" students as "Junior Detectives" in preparation for exploring a series of "mysteries."

Each stand-alone mystery begins with some leading question to intrigue students, while more specific supporting questions help students navigate the investigation. We pair each supporting question with one or more primary sources that will help students answer that question.[7] We provide just a few sources, most of which are images with little or no text. For teachers, leaving some sources out of the initial investigation (to avoid overwhelming the junior detectives) is a challenging but necessary decision. Teachers should feel free to shorten or adapt any of the textual primary sources to make them accessible and appropriate for their students.

The SCIM-C Strategy

The SCIM-C strategy focuses on five broad questioning phases: Summarizing, Contextualizing, Inferring, Monitoring, and

Corroborating. SCIM-C is a routine for thinking and serves as a scaffold to help students (a) evaluate sources in order to use them as historical evidence, and (b) work with and reconcile multiple pieces of evidence as they create an evidence-based account of the past. Specifically, when students examine an individual source, they move through the first four phases, summarizing, contextualizing, inferring, and monitoring. After analyzing several individual sources, they compare and contrast the sources collectively in the fifth phase, corroboration. SCIM-C is designed to be a scalable and flexible model, so teachers should feel free to re-work the model to support their students. The teacher explains and models the SCIM-C strategy before students begin their investigations.

A Detective's Notebook and Mission

To support student analysis of each individual source (and their corroboration across sources during the investigation), we provide a "detective notebook" (see the Pullout, in the center of this journal for student materials). In the role of junior detective, a student's mission is to (1) examine the sources and evaluate their usefulness as evidence, (2) consider various perspectives (ideas and language) presented in the sources, (3) attend to details and make connections between different sources, and (4) solve the mystery by developing an evidence-based account of what has happened.

Our three "mystery" cases focused on issues of discrimination and social justice: The Mystery of the Dirty Kids; The Mystery of the Evacuation Sale; and The Mystery of the Fingerprinted Woman. (See Figures 1–2 on pages 14–15, and note 8)[8]. We show a historic photograph to introduce each mystery.

The Mystery of the Dirty Kids

The Mystery of the Dirty Kids begins with a photograph of breaker boys (whose work was breaking large chunks of coal into smaller bits) in rural Pennsylvania in 1911. While viewing the photo, students write down and share their immediate reactions and questions about it with a partner.

The teacher may ask some leading questions, such as: How old do you think these children are? Where do you think this picture was taken? What do you think they are doing? Why do you think they look so dirty? Following this discussion, we ask a leading question: What fun! Where were these kids playing that got them so dirty?

For Supporting Question 1—"What are these children doing?"—students analyze a newspaper clipping from 1911 featuring a story about a coal mine accident in Pennsylvania that ultimately took the life of a 15 year old boy and caused a 13 year old boy to be severely burned in the mine's coal chute. The source provides students with insight regarding the young age of the coal miners and also the inherent danger these children were exposed to as part of their work.

In Supporting Question 2—"What types of jobs did children do?"—students examine three primary sources showing images of spinners, newsies, and agricultural field laborers. Through these sources, students can envision the breadth of child labor across American society and the extent to which child labor was not confined to a particular region.

For Supporting Question 3—"How did people respond to the reality of child labor?"—students compare three sources that offer varying perspectives. The first source, a 1913 newspaper clipping from Austin, Texas, suggests a somewhat positive representation of child labor in terms of how local Texas youth were promoted as Cotton Champs in light of their abilities to pick large amounts of cotton—up to six times their own weight. In contrast, the remaining two sources oppose child labor and stress the need for reform and the importance of education.

After completing their responses to Supporting Question 3, the junior detectives, either as a class or in groups, begin to corroborate across all the sources to prepare evidence-based investigative reports. At the conclusion of each mystery, teachers may further challenge their students to apply their findings more broadly while "Taking Informed Action."[9]

The Mystery of the Evacuation Sale

The Mystery of the "Evacuation Sale," which focuses on the U.S. Government's forced removal and mass imprisonment of Japanese Americans after the attack on Pearl Harbor, opens with an image of a business storefront draped with the sign "Closing Out, Evacuation Sale." Taken in the spring of 1942 in the Little Tokyo neighborhood of Los Angeles, California, the photo shows a Japanese American owned business as it is being closed.

Today, the term "evacuation" is used to describe a removal of people for their own safety, in the face of an oncoming hurricane, for example. Today, we recognize that the word "evacuation" served as a euphemism that was used to blur the public's

understanding of actions done to loyal Japanese Americans. The term "forced removal" more accurately captures the true essence of the injustices endured.

Repeat the steps of analysis as described in the previous mystery. In pairs, students examine and discuss the photo. The teacher can ask leading questions: What does it mean to be evacuated? Why are people normally evacuated? Who do you think is being evacuated? Why? Do you think a disaster has happened? If so, what?

Ask students to identify the targeted population of the evacuation and consider Supporting Question 1—"Why is this specific group of people being forcibly imprisoned?" Two primary sources are provided for analysis: the first is Civilian Evacuation Order No. 83, which mandated the removal of all persons of Japanese ancestry from their homes and businesses in the western United States. The second is a photo showing Japanese American families boarding a passenger bus bound for Manzanar War Relocation Center in California.

To help answer Supporting Question 2—"Where are they going?"—students first analyze a map, "War Relocation Centers," which identifies each encampment across the western interior of the United States. A photo by Ansell Adams of Manzanar War Relocation Center in 1943 evokes a sense of the isolation of the camps and the rapid nature of the "evacuation" as evidenced by the newly constructed dwellings that rest on cinder blocks. Finally, students examine a 1942 letter written to Miss Evanson—a primary school teacher in Seattle, Washington—by a student who describes living conditions in the relocation center in Puyallup, Washington.

To answer Supporting Question 3—"What reasons were given at the time for forcibly removing Japanese Americans from their homes and businesses?"—students search for the cause or causes of these events. First, they examine two primary sources: the naval dispatch from the Commander in Chief of the Pacific Fleet announcing the attack on the U.S. Naval Base at Pearl Harbor, Hawaii, and an audio recording and transcript of President Roosevelt's speech to a joint session of Congress on December 8, 1941, the day after the attack. Roosevelt requested and received a declaration of war against the Empire of Japan.

Second, students examine a letter from a Nisei (American born second generation) youth forced from his home, and a short video clip and transcript (1:19–4:19 minutes) of George Takei's childhood memories of American soldiers rounding up his family after Pearl Harbor. Takei is an actor (Mr. Sulu in the original *Star Trek* series), playwright (*Allegiance* is a Broadway play based on his experiences during this period), and civil rights activist.

After completing their responses to Supporting Question 3, the junior detectives corroborate across all the sources and prepare reports. We encourage students to examine the term "evacuation" further and assess its appropriateness as it applied to the treatment of Japanese-Americans following the attack on Pearl Harbor. In doing this, we provide students with additional guiding questions (to support their thinking) and primary sources, including an excerpt from the Civil Liberties Act of 1988 and a formal letter of apology from President Bill Clinton in 1993 to surviving Japanese Americans who were sent to the camps. In closing, students are challenged to explore issues of racial discrimination today and apply their acquired understandings to more recent events in American politics. (See **Sidebar**, page 12)

The Mystery of the Fingerprinted Woman

In "The Mystery of the Fingerprinted Woman," students are shown a photograph of Rosa Parks being fingerprinted by a white police officer in Montgomery, Alabama in February 1956. While examining the image, students record their immediate impressions about what they see and then share with a partner. Leading questions may include: What is the man doing to the woman in the photo? Why is he pressing on her hand with his hand? Why would something like this event be photographed?

In Supporting Question 1—"Who is this woman?"—the featured primary source is the finger print card of Ms. Rosa Parks taken on the night of her arrest following her refusal to give up her bus seat in December 1955. The source provides additional continuity to student inquiry as it can be viewed as a product of the image used in the mystery's opener.

For Supporting Question 2—"Why is she being arrested?"—two sources are provided. The first is a short police report that, in addition to stating the charge, features the names of the arresting officers. The arresting officers' identities are further corroborated in the second source, a transcript of the Court's proceedings. The transcript provides further context, including the court's verdict, the fine and sentence imposed on Ms. Parks, and also the decision made to appeal the court's verdict.

For Supporting Question 3—"Why is her arrest causing such a stir in the news media?"—students examine a short newspaper article, "Negroes to Continue Boycott" from the "Montgomery Advertiser" newspaper in 1956. The final source is an excerpt from a recent *Time Magazine for Kids* that helps solidify the importance of Ms. Parks's nonviolent protest. Upon completing their analysis of individual sources, students can once again begin the corroboration process across the sources as they begin to craft their evidence-based responses to the supporting question.

Just as in the previous mystery, here teachers and students need to pay attention to how language used in the past differs from that used in the present. In this case, the word "Negro" is used in some of the featured sources. We believe that learning to develop a disciplinary lens as a junior history detective involves recognizing that while such words were used in the past, they are the products of different times and contexts. Such language, while part of the historical record and historical investigations, is no longer appropriate for use in the present. Today, we say that Ms. Parks was African American, or black.

A Sudden Discrepancy

Interestingly, it was during this particular investigation that the junior detectives pointed out—with great enthusiasm—that "something was wrong" with the date of the initiating historical photograph. They wanted to know why the photo of Rosa Parks being fingerprinted was dated February 1956, when the rest of the evidence shows that she was arrested and tried in December 1955 (a discrepancy we completely and embarrassingly missed when designing the mystery lesson!) One student suggested that maybe she had been arrested more than once. This insight gained traction as the junior detectives continued examining the sources and realized her arrest had little do with her "just being tired." Rather, as subsequent sources revealed, her actions were part of something much bigger and systematic, as further evidenced by a *New York Times* article from 1956. This article includes a different photograph, with a caption explaining that Ms. Parks was arrested twice in conjunction with Montgomery Bus Boycott.[10]

This brief anecdote highlights the close attention students paid to the historical evidence as they worked through the mystery with the support of the SCIM-C routine. Research suggests that typically, elementary level students ignore the evidence they have actually worked with when developing and sharing their conclusions. Instead they make up "what they thought "must" have happened …[therefore missing] the larger lesson related to the foundation of historical inquiry—that accounts must be based on evidence, however limited and incomplete.[11] The students carrying out this investigation, however, were explicitly encouraged to use the SCIM-C routine to open a new question and seek additional evidence. For our junior detectives, using evidence to identify one discrepancy was not simply a one-off event as extracts from their final reports clearly reveal:

> All of the evidence says "Rosa Parks" on it. We think she was arrested in 1955 for sitting in the wrong part of the bus. If you look at Evidence E it states her crime, proving this is correct. We think she sat in the wrong part of the bus, then the driver called the police, who had her finger printed. Soon after, she was put on trial in court.
>
> Some may call her an amazing woman who stood—no sat —for what she believed in. It was 1955 in Montgomery, Alabama, Rosa Parks was sitting five seats back and refused

Background on the Imprisonment of Japanese Americans

"Collective punishment" may be defined as blaming an entire group of people for the actions of a few. The overwhelming majority of Japanese Americans, whether citizens or permanent residents, were loyal to the United States and did not pose a threat to their neighbors or to the U.S war effort in 1942–45. Their imprisonment was based on long-standing and widespread racial prejudice, wartime fear and hysteria, and a lack of political civic courage and leadership. An apology was codified in a federal law, the Civil Liberties Act of 1988, which was signed by President Reagan and provided reparations to some individuals and families

On February 19th 1942, President Roosevelt signed Executive Order (EO) 9066, which gave the Secretary of War and Military Commanders the power to establish "military areas… from which any or all persons may be excluded." Executive Order 9066 (**www.ourdocuments.gov/doc.php?doc=74**) did not specifically identify Japanese Americans, or for that matter German or Italian immigrants or second-generation immigrants, as people of concern. However, it provided a legal means for Japanese Americans—in contrast to German and Italian Americans—to be racially profiled, identified as an "enemy race," and subject to forced removal from their homes. A series of Civilian Exclusion Orders (108 in total) were subsequently issued along the West Coast notifying Japanese Americans to pack up essential items; leave their homes, farms, and businesses; and report to designated departure areas.

The Japanese American perspective on these events has found a voice in literature for youth. *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference* (New York; Scholastic, 2016) was a Carter G. Woodson Award winner and a Notable Trade Book in Social Studies in 2007.

Another primary source collection features work by the students of Ella C. Evanson, who taught at George Washington Junior High School in Seattle, Washington, 1928–1956. In the spring of 1942, many of her students were forced from their homes. Before leaving, these students wrote brief messages to "Miss Evanson" about their situation; some students also sent her letters from the camps. Selected letters are online at the "Camp Harmony Exhibit" in the University of Washington's Special Collections (**www.lib.washington.edu/exhibits/harmony**). Teachers can also read "Dear Teacher: Letters on the Eve of the Japanese American Imprisonment" by Yoon K. Pak in *Middle Level Learning* for further guidance concerning ways to incorporate these specific artifacts into instruction. (**www.socialstudies.org/system/files/publications/mll/12/mll12.pdf**).

to move when a white man came on the bus. (Team 2)

She was taken to jail after leaving bus 2857—and was fingerprinted, filed and taken to court where she was sent to jail. In her profile we see Rosa's so called crime explained thoroughly. All of the evidence helped support our answer, and we leave you with one note: Sit for what you believe in! (Team 4)

Finally, to further the inquiry experience for these investigations, students can take informed action by discussing: (1) how the people in each case were treated and discriminated against, (2) how and to what extent the issues specific to the cases have either changed over time, been resolved, and/or remain relevant today, and (3) how these cases can help us identify issues of discrimination today that need to be resolved.

In Search of the Big Picture

While each inquiry is designed as a standalone investigation, together the mysteries allow the junior detectives to consider the bigger picture regarding the nature of history and what it means to be a historian. Through the questions, "Is there more to history than reading my textbook—what makes good history?" students begin to recognize the dimensions involved in the doing of history. They begin to realize that history textbooks are the "end product" of an interpretive and shifting process that brings together the evidence-based inquiries of many historians. Class discussions can by prompted by such questions as:

- How is what you have been doing different from how you have normally learned history in school?
- How did you use the sources to make them become evidence to solve your investigations?
- What strategies and skills did you need to successfully complete your investigations?
- How is what you are doing similar to what historians do?
- To what extent does your work as junior detectives have anything to do with learning history?
- When and why do you think you will need to use these strategies and skills as you grow up?
- Why do you think evidence for detectives and historians is so important when answering your questions and telling the story of what you found out?
- If you don't use evidence to tell the story, is that good detective work? Why, or why not?
- How are your detective reports similar to the information you find in your textbooks?
- What is involved in studying the past and writing and presenting history?

We contend that the experience of taking on the role of junior detectives and working with primary sources to solve a series of mysteries (as opposed to reading their textbook or listening to their teacher recite information) creates a strong foundation for young students to develop a more nuanced and sophisticated understanding of the nature of history and social studies. As Peter Lee reminds us "the concept of evidence is central to history because it is only through the use of evidence that history becomes possible."[12] Ultimately, the reports from the junior detectives show us that learning through primary sources reveals the importance of working with evidence to make sense of and give significance to the past through doing. Moving beyond the consumption of history via their textbooks toward posing questions and studying evidence offers students opportunities to develop valuable skills for civic life.

Notes

1. Linda Levstik and Keith Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Hillsdale, NJ: Erlbaum, 2001), 14. See also Chauncey Monte-Sano, Susan De La Paz, and Mark Felton, *Reading, Thinking, and Writing About History* (New York: Teachers College Press, 2014) 7, 10.
2. NCSS, *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civic, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013), 45.
3. NCSS, *C3 Framework*, 82–93.
4. "My Place in Time and Space." Search on the title (to obtain the Word document) at Montgomery (VA) Public Schools website, www.mcps.org.
5. David Hicks, Peter Doolittle, and E. Thomas Ewing, "The SCIM-C Strategy: Expert Historians, Historical Inquiry, and Multimedia," *Social Education* 68, no. 3 (2004): 221–225.
6. NCSS *C3 Framework* [note 2]; S. G. Grant, John Lee, and Kathy Swan, "Inquiry Design Model," (C3 Teachers, 2014), www.c3teachers.org/idm.
7. S. G. Grant, "From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework," *Social Education* 77, no. 6 (2013): 325–326. See also the discussion of compelling and supporting questions on pages 17 and 30 of the C3 Framework.
8. Figure 3, the lesson summary & primary sources for the "mystery of the Fingerprinted Woman" is included in the PDF of this article at www.socialstudies.org/publications/archives.
9. For details, see the "Taking Informed Action" section of the Inquiry Design Model (IDM) on the C3 Teachers website, www.c3teachers.org.
10. Associated Press, "Negro Leaders Arrested in Alabama Bus Boycott," *The New York Times*, February 23, 1956. Rosa Parks tells the story of the boycott in her own words: *I Am Rosa Parks*, written with James Haskins and illustrated by Will Clay (New York: Puffin Books, 1999).
11. Keith Barton and Linda Levstik, *Teaching for the Common Good* (New York: Routledge, 2004), 195.
12. Peter Lee, "Putting Principles into Practice: Understanding History," in *How Students Learn History, Mathematics, and Science in the Classroom*, M. Suzanne Donovan and John D. Bransford, eds. (Washington, DC: The National Academies Press, 2005), 54.

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The Mystery of the Dirty Kids

(Lesson Summary & Primary Sources)

Lewis W. Hine, "Group of Breaker boys. Smallest is Sam Belloma, Pine Street. (See label #1949). Location: Pittston, Pennsylvania" (January 1911). Library of Congress, www.loc.gov/pictures/item/ncl2004002620/PP/

Source A: Photo of Dirty-faced boys

Leading Question: What fun! Where were these kids playing that got them so dirty?

Initial Supporting Questions: What are your immediate thoughts? How old do you think these kids are? What do you think they are doing? Why do you think they look so dirty? Where do you think this picture was taken? Was it taken in the present day?

1. Supporting Question for Analysis: What are these children doing?	**2. Supporting Question for Analysis:** What types of jobs did children do?	**3. Supporting Question for Analysis:** How did people respond to the reality of child labor?
Featured Sources for Analysis (using SCIM-C)	Featured Sources for Analysis (using SCIM-C)	Featured Sources for Analysis (using SCIM-C)
Source A – Newspaper article reports an accident that killed one breaker boy, injured another, in1911. **http://www.loc.gov/pictures/item/ncl2004002618/PP/**	Source B: Photo of a young girl operating a spinner in a textile mill in Fries, Virginia, 1911. **www.loc.gov/pictures/collection/nclc/item/ncl2004001165/PP/** Source C: Photo of a newsboy ("newsie") selling newspapers on street corner in Hartford, Connecticut, 1924. **www.loc.gov/pictures/item/ncl2004002484/PP/** Source D: Photo of a young girl (10 years old) picking cotton in Oklahoma—reportedly picks up to 150 lbs. of cotton a day, 1916. **www.loc.gov/pictures/collection/nclc/item/ncl2004001637/PP/**	Source E: Newspaper Article reports on four "Cotton Champs," ages from 6 to 16, who can pick up to six times their own weight in cotton, 1913. **www.loc.gov/pictures/item/ncl2004003270/PP/** Source F: Cartoon features the allegorical State directing children away from the factory (work) instead toward school (education), 1914. **www.loc.gov/pictures/item/ncl2004004082/PP/** Source G: In this broadside (poster/advertisement), the National Child Labor Committee addresses three of the most common misconceptions concerning child labor, 1914. **www.loc.gov/pictures/item/ncl2004000336/PP/**
Understand:	In thinking about this case further, how were the people of interest (poor children) treated? Was this fair? What kinds of things were not fair? How does this case represent discrimination? (Poor children worked in factories, on farms, and received little education. Wealthy children received a good K-12 education, and could afford to go to college.)	
Assess:	Think about how conditions related to these events have changed or remain the same. (Is there child labor in the United States today? In other countries of the world? Who has to be in school? Why?)	
Take Informed Action:	How was this issue resolved (how was it settled) in U.S. history? Are there issues today that need to be resolved? (See, for example, "Child Labor" lessons for PK–2, 3–5, and 6–8 at **teachunicef.org/teaching-materials/topic/child-labor**).	

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The Mystery of the Evacuation Sale

(Lesson Summary & Primary Sources)

Russell Lee, "Los Angeles, California. A store in Little Tokyo" (April 1942). Library of Congress, www.loc.gov/pictures/item/fsa2000049194/PP/

Source A—Photo of a store that is closing

Leading Questions: What does the phrase "Evacuation Sale" on the banner mean? Why would a store be evacuated?

Initial Supporting Questions: What does it mean to be evacuated? Why are people normally evacuated? Where do you think this picture was taken? Was it taken in the present day?

1. Supporting Question for Analysis: Why is this specific group of people being forcibly imprisoned?	**2. Supporting Question for Analysis:** Where are they going?	**3. Supporting Question for Analysis:** What reasons were given at the time for forcibly removing Japanese Americans from their homes and businesses? **And what reasons are given today?** (See the Assess section, below)
Featured Sources for Analysis (using SCIM-C)	Featured Sources for Analysis (using SCIM-C)	Featured Sources for Analysis (using SCIM-C)
Source B: Civilian Exclusion Order No. 83, mandating the forced removal of Japanese Americans from their homes in California, May 1942. **http://www.riversideca.gov/museum/pdf/Reading/instructions.pdf** Source C: Photo of Japanese Americans transferring from train to bus at Lone Pine, California, bound for the war relocation authority center at Manzanar, 1942. **http://www.loc.gov/item/2001697374/**	Source D: "War Relocation Centers," map of locations of U.S. Japanese Internment Camps, 1942. **https://amachegardens.files.wordpress.com/2011/04/map1.jpg** Source E: Manzanar War Relocation Center in winter, 1943. **http://www.loc.gov/item/2002695965/** Source F: A handwritten letter (2 pages) from Nisei youth to teacher and classmates concerning new living arrangements after forced removal, May 10, 1942. Page1: **http://tinyurl.com/zomcv7y and page2: http://tinyurl.com/zzkbcme** Transcript of Letter (see 6th entry): **http://tinyurl.com/jdoofc8**	Source G: S Naval Dispatch that Pearl Harbor attack is not a drill, 1941. **http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=002/page.db&recNum=0** Source H: FDR's address Congress in response to Pearl Harbor attack, 1941. Audio recording: **http://www.loc.gov/item/afccal000099 and transcript, http://tinyurl.com/z3nkm6n** Source I: A letter (2 pages) from Nisei youth to former teacher, 1942. Page1: **http://tinyurl.com/jbm3grh; page2: http://tinyurl.com/zdzzlgb; transcript: http://tinyurl.com/jdoofc8** Source J: TED Talk, George Takei's childhood memories of internment. (Video 1:19–4:19) **http://tinyurl.com/zumq588**

Understand:	What government actions do not seem fair to you? Does the term "evacuation" really tell us how Japanese Americans were treated after Pearl Harbor? What terms or phrases do you think better describe their treatment by the American Government? How does this case represent an example of racial discrimination?
Assess:	It took the U.S. Government over 50 years to officially apologize for the mistreatment of Japanese Americans during World War II. In 1988, President Ronald Reagan signed the Civil Liberties Act of 1988, and in 1993 President Bill Clinton issued a formal letter of apology to those mistreated—see an excerpt of the Act at **http://www.pbs.org/childofcamp/history/civilact.html** and the entire Clinton letter at **http://www.pbs.org/childofcamp/history/clinton.html**.
Take Informed Action:	Engage in an informed discussion with others about issues of discrimination and social justice today: Do issues of race and racism, such as seen in this historical example, still affect American life today? If so, how? How can what you've learned from this case help inform your actions to ensure equality and justice for all citizens today?

PULLOUT

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Please refer to the article "**Junior Detectives: Teaching with Primary Sources as a Bridge to Disciplinary Literacy**" by David Hicks, Aaron Johnson, Melissa Lisanti, Stephanie van Hover, Kelly McPherson, and Sharon Zukerwar in this issue of *Social Studies and the Young Learner*.

Our Mystery

(historical question): Good detectives clearly state the important question. As they look for an answer, they ask lots of other questions and take good notes about the evidence and their thinking.

Evidence Title:

S

When I **summarize** a piece of evidence, I look closely at words and images.

I try to answer these questions:

What is the source?

Who created the source AND why?

What do I see?

What do I "hear" by reading the source?

This step sounds like ...

- This source is ...
- I noticed a creator's name ...
- I found a title ...
- I see ...
- When I look VERY closely, I can see ...
- The text says ...

C

When I **contextualize** a piece of evidence, I think about what I already know about the historical period when the source was created.

I try to answer these questions:

When and where was the source made?

What else do I know about this time?

What else do I know about this place?

What do I already know about this person?

This step sounds like ...

- I found a location ...
- I found a date ...
- I That was about the time ...
- I recognize this person or name …

I

When I **infer**, I use what I already know to make educated guesses about what the evidence says "between the lines."

I try to answer these questions:

What do I think is happening?

What does the source suggest?

What extra clues can I squeeze out of the source?

What do I think the source tells me about the mystery/ historical question?

This step sounds like ...

- I think this means ... because ...
- This clue tells me ...
- I suspect...because ...
- When I add these clues together, I think ...

M

When I **monitor**, I tell what I learned from the source and ask more questions about what else I want to know.

I try to answer these questions:

How does this source help me solve the mystery (answer the question)?

What am I still not sure about?

What else would I like to know?

What extra evidence might be available?

This step sounds like ...

- When I look at all of the clues together, I think ...
- One way to answer to the question is ...
- I wish I knew ...
- I wonder if ...

Our Mystery (historical question):

Evidence Title:

S When I **summarize** a piece of evidence, I look closely at words and images.

C When I **contextualize** a piece of evidence, I think about what I already know about the historical period when the source was created.

I When I **infer**, I use what I already know to make educated guesses about what the evidence says "between the lines."

M When I **monitor**, I tell what I learned from the source and ask more questions about what else I want to know.

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Our Mystery

Corroborate

Great detectives search out multiple pieces of evidence before drawing conclusions about a mystery. When I **corroborate**, I study the clues for similarities and differences across multiple pieces of evidence.

I try to answer these questions:

What similarities do I see?
What differences do I see?
How do the sources connect together?

Did any evidence provide a unique perspective?
What details are important for answering the historical question?

Corroboration sounds like…

I noticed this in **ALL** of the evidence:	
I noticed this in **SOME** of the evidence:	
I found these **unique** clues in one piece of evidence:	

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Our Mystery

Report

From the desk of: ____

When they feel ready to answer the important question, detectives write reports to share their answers and solutions. They double-check their work to make sure the key details are included and their writing is accurate.

Check your report before you submit it. Mark each box when the answer to a question is " **Yes**."

- ☐ Do I include the most important details?
- ☐ Do I say "the evidence suggests" to introduce clues and details?
- ☐ Do I include details that match the important question?
- ☐ Do I say what clues I found in ALL or SOME of the evidence?
- ☐ Do I include more than one perspective (point of view)?
- ☐ Do I list any additional or new questions that don't have answers yet?
- ☐ If questioned about my report, can I explain where my solutions came from and why they are important?

Thinking About Thinking

Now we are ready to discuss the **Big Idea** questions. Let's look at your thinking process.

- What step in the inquiry process was **easiest**? Why?
- What step in the inquiry process was **most challenging**? Why?
- Describe a time when you **got stuck**. What did you do to **get moving**?
- Do important historical questions always have just **one** right answer?
- Why is **evidence** so important for answering questions about the past?
- How is this work similar and different to the history I read in **textbooks**?
- How is the work of **historians** like the work of detectives? How is it different?