

Primary Source Learning Routines:
Rigor, relevance, and accessibility for all learners

Primary source learning routines are simple structures that guide student thinking and collaboration to promote learning from a text or other type of media. Because the learning routine is known and easy to remember, students can focus on asking questions, exchanging ideas, and building understanding rather than thinking about what they should be doing. Primary Source Learning Routines are easy to manage because they foster student independence. The routines make academic rigor fun for students, something they will look forward to doing in class..

Table of Contents

Introduction to Primary Source Learning

When is a source a primary source?	1
Why do primary sources help ALL students learn?	3
Where are primary source learning routines used within the established curriculum?	4
Who uses historical sources as a routine in their profession?	5
Naming seven types of thinking	6

Introduction Routines

Images Draw You In	7
Differentiated Instruction	14
Zoom-In Inquiry	17
Questions Aligned to Historical Thinking and Common Core Learning Standards	19
Universal Design for Learning and Differentiated Instruction	22
Zoom-In Thinking Tracker	24
Entry Point Questions	26

Investigation Routines – Close Reading and Rigorous Discussions

Crop It	32
Crop It Tool	37
Managing Rigorous Small Group Conversations	38
Save the Last Word for Me	39
Practicing Stating Claims with Supporting Evidence	40
Build Arguments through Conversations in Small Groups: CRED or ECRD	42
Analysis Tools for Different Types of Media	45
Making Sense of Letters	46
Working with a Primary Source Poem	48
Cracking the Code	49
SCIM-C	51

Performance Tasks & Assessment Routines

What’s in Your Pocket – Life in a Box	52
Sort it Out	57

When is a Source a Primary Source?

Big Idea

Primary sources are created near the time under study.

Investigative Question

When is a source a primary source?

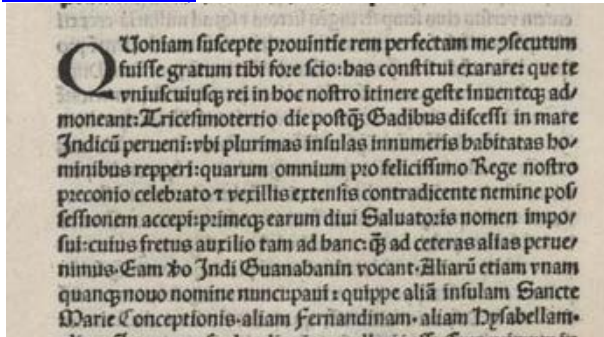
Actions

1. Read the information below and examine the source items.
2. Consider these questions:
 - Why are these primary or secondary sources for this topic?
 - What do the items tell you about Christopher Columbus?
 - What don't the items tell you about Christopher Columbus?
3. Discuss: When is a source a primary source?

A **primary source** is something that was created at or near the time under study. A primary source is an original work written by someone who witnessed or wrote close to an event.

A **secondary source** is created using information provided by someone else. Secondary sources are often created with some distance from the event.

TITLE: [Epistola . . . de Insulis Indie nuper inventis \(Letter Concerning the Islands Recently Discovered. . . .\)](#)



There I found very many islands, filled with innumerable people, and I have taken possession of them all for their Highnesses, done by proclamation and with the royal standard unfurled, and no opposition was offered to me.

CREATED/PUBLISHED: by Christopher Columbus (1451-1506) in Rome: 1493, Rare Book and Special Collections Division, Library of Congress

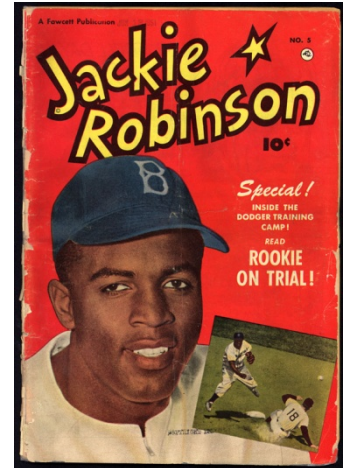
TITLE: [Columbus taking possession of the new country.](#)



CREATED/PUBLISHED: Boston, U.S.A. : Published by the Prang Educational Co., 1893. 1 print : chromolithograph, Prints and Photographs Division, Library of Congress

What do you think about the following sources?

Title: [Front cover of Jackie Robinson comic book].
Created/Published: c1951.
Summary: Shows head-and-shoulders portrait of Jackie Robinson in Brooklyn Dodgers cap; inset image shows Jackie Robinson covering a slide at second base.



Is this a primary or secondary source?

What does this item tell you about Jackie Robinson?

What doesn't this item tell you about Jackie Robinson?



Title: Microfilm frame of front page of Pittsburgh Courier (Washington Edition), April 19, 1947].
Created/Published 1972.
Summary Shows full-length portrait of Jackie Robinson in Dodgers uniform; headlines read "Jackie Scores Winning Run," "Robbie's Bunt Turns Tide," and "Jackie Rumps Home From Second Base as 26,000 Cheer."

Is this a primary or secondary source?

What does this item tell you about Jackie Robinson?

What doesn't this item tell you about Jackie Robinson?

Why do primary sources help ALL students learn?

Primary sources provide rigor, relevance, and access for all students with information and mysteries that challenge students to think, use their knowledge, and ask questions.

Rigor

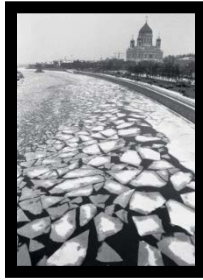


Have multiple meanings that can change over time.

As new discoveries are made, the past is interpreted and revised. Primary sources may support multiple and novel interpretations. Because there is no one correct answer; students are inspired to uncover their own interpretation of the source.

Relate to multiple subjects.

Our experiences in life are not neatly divided into subject areas. As fragments from real life, primary sources usually relate to many subjects. Learners may use their expertise from a particular subject to interpret and see details in a primary source.



Require reflection and demand the use of background knowledge and academic vocabulary.

Learners can refer back to the same primary sources many times to find new discoveries. Just one quick glance at a source won't be enough for a learner. Learners will need to revisit and think about what they see in a primary source. This thinking process encourages learners to reflect on their understanding of a topic and make connections between their knowledge and experiences.

Relevance and Access



Connect to personal experiences.

The first impulse that a learner has when looking at a primary source is connect what they see to their previous experiences. Making connections to previous knowledge and experiences is one of the most important factors in successful learning.

Raise curiosity.

Primary sources are fragments of life that have survived. Whether the source is a picture, letter, map, sound recording, or oral history, the source does not come to the learner with an interpretation. Primary sources inspire questions such as: "What is this?" "Why was it made?" and "What might this tell me?" Primary sources are real mysteries that learners with all levels of expertise can solve



Provide Access

Primary sources offer an object to look at and reference that can be viewed in multiple formats to accommodate learner needs, strengths, and interests. Primary sources contain multiple levels of complexity (text, background knowledge, and vocabulary) and can easily be modified in digital format to add supports and extensions to engage all learners.

Where are primary source learning routines used within the established curriculum?

Introduction Routines - use primary sources to help students recognize their current understanding, knowledge, and skills related to the content of the lesson.

Build relationships with the topic under study.

1. **spark** interest and curiosity.
2. **connect** topic to personal experiences.
3. **recognize** prior subject area knowledge to topic.
4. **identify** questions the primary sources inspire about the topic.
5. **use** known academic vocabulary to make thinking visible to both student and teacher

Investigations Routines - challenge students to independently read, analyze, and interpret primary source(s) to consider the source's impact on the subject under study. Investigations include comparisons among primary sources or other resources to consider multiple perspectives and validity.

Make Sense of the primary sources to learn about the topic under study:

1. **read**: comprehend the message of the primary source by using word attack and vocabulary skills, comprehension strategies, and media literacy skills. (**Read** could be **listen** for an audio recording or **view** for an image).
2. **analyze**: consider the purpose of the primary source, context, and point of view.
3. **interpret**: stretch thinking about the topic under study by checking to see how this information, confirms, challenges, or changes our previous thinking on the topic.
4. **question**: identify questions for future research based on this investigation.

Performance Task & Assessment Routines - require students to use primary sources as evidence to explain their understanding of the topic under study in purposeful ways. Formal assessments offer an opportunity for students and teachers to see growth through student products, performances, or tests requiring use of primary sources to demonstrate understanding, knowledge, and skills.

Recognize Growth and Use Learning Productively

1. **reflect** on and synthesize learning from Introduction and Investigations, recognizing how individual thinking has been confirmed, challenged, and sometimes changed.
2. **determine** a useful product or performance to show thinking to others.
3. **use** thinking, knowledge, and skills to create the product or performance.
4. consider how well the product or performance makes thinking, knowledge, and skills visible.
5. **revise** product or performance to increase the thinking, knowledge, and skills shown.
6. **wonder**, “What questions do I have about the topic under study now?” “What are my questions about the methods used to learn more about the topic?”

We call these learning experiences *routines* because they require just a few steps and can easily be used in many units and across all subject areas and grades. Often using three verbs to give the students directions such as, Look, Label, Sort. Because the routines are easy to remember students can use them independently to support their own learning.

Who uses historical sources as a routine in their profession?

When learners use primary sources they are working with the same materials that professionals use on the job. Primary source learning routines mirror methods used in these professions.

Novelist

- photographs
- news articles
- maps
- oral histories

Lawyer

- witness accounts
- public records
- financial reports
- expert testimony
- laws
- constitution
- legal records

Scientist

- books
- articles
- journals

Artist

- art
- photographs

Historian

- all types of sources

Architect

- architectural drawings
- photographs
- receipts

Economist

- business reports
- receipts
- catalogs
- invoices
- advertisements

Public Health Official

- death certificates
- vaccine records
- birth certificates

Documentary Filmmaker

- photographs
- maps
- oral histories
- art

Naming Seven Types of Thinking

As students use these routines, take time to name the specific actions that show they are thinking. Use the types of thinking and bullets of possible actions below to get started. The more teachers name and explicitly notice thinking, the better able students will be able to use their thinking skills independently. These thinking actions were developed from Richhart, R., M. Church, P. Palmer, & S. Tishman. (April, 2006). American Educational Research Association Conference. Thinking Routines: Establishing Patterns of Thinking in the Classroom.

<http://www.pz.harvard.edu/research/AERA06ThinkingRoutines.pdf>

Curious

- ◆ Wonder
- ◆ Ask questions
- ◆ Observe closely
- ◆ Find problems
- ◆ Be playful

Adventurous

- ◆ Explore alternative views
- ◆ Open minded
- ◆ Think with a wide scope
- ◆ Seek understanding

Intellectually Careful

- ◆ Evaluate Evidence
- ◆ Alert for errors
- ◆ Check for accuracy
- ◆ Corroborate information
- ◆ Justify opinions with evidence

Collaborative

- ◆ Share ideas with others
- ◆ Ask clarifying questions
- ◆ Value the opinions of others
- ◆ Build learning through interact

Reflective

- ◆ Compare a product to criteria
- ◆ Evaluate a process
- ◆ Seek understanding
- ◆ Gather other opinions
- ◆ Consider relationship between parts and a whole
- ◆ Question results
- ◆ Identify patterns

Strategic

- ◆ Set goals
- ◆ Take action
- ◆ Evaluate and revise plans
- ◆ Use knowledge to make decisions
- ◆ Reason through problems

Creative

- ◆ Create novel solutions
- ◆ Make unusual connections
- ◆ Combine ideas
- ◆ Rearrange elements into new patterns



Introduction Routine: Images Draw You In

Images Draw You In invites students into a topic by making a personal connection to an image, exploring the image through a question, and connecting the image to a big idea, central to the topic under study.

[The ice breaks on the Moscow River, with the newly-rebuilt Cathedral of Christ the Savior in the background.](#)
Vladimir Filonov, photographer. Copy print, original taken in March 1998. [Prints and Photographs Division](#) (24)

Differentiated Instruction

Content

- Provide students with more than one image that is connected more concretely or abstractly to the topic.
- Provide students with images that require various levels of vocabulary in a discussion.

Learning Process

- Provide students with a range of questions by using Bloom's Taxonomy-Hess Depth of Knowledge or Gardner's Entry Points. Students might be assigned or select different questions of interest.

Student Product

Provide options for students to express their answer to the question

- Speak
- Draw
- Write
- Move
- Build

Student Grouping

Use student grouping strategies to help students reflect, check, and build ideas:

- Individual
- Partner
- Small group
- Whole class

To prepare:

1. Place print outs of a variety of Library of Congress primary source images in sheet protectors with bibliographic information on a table or other easily accessible display area.
2. Print out a variety of questions and organize the questions into groups.
3. Post sample Understanding Goals around the room, examples include:

<ul style="list-style-type: none"> • How do patterns help us to understand our world? • Do all things change? • How do communities help people? • What makes communication effective? 	<ul style="list-style-type: none"> • What helps people work together? • Why do people explore? • Do systems come from routines and acting on what's important?
---	---

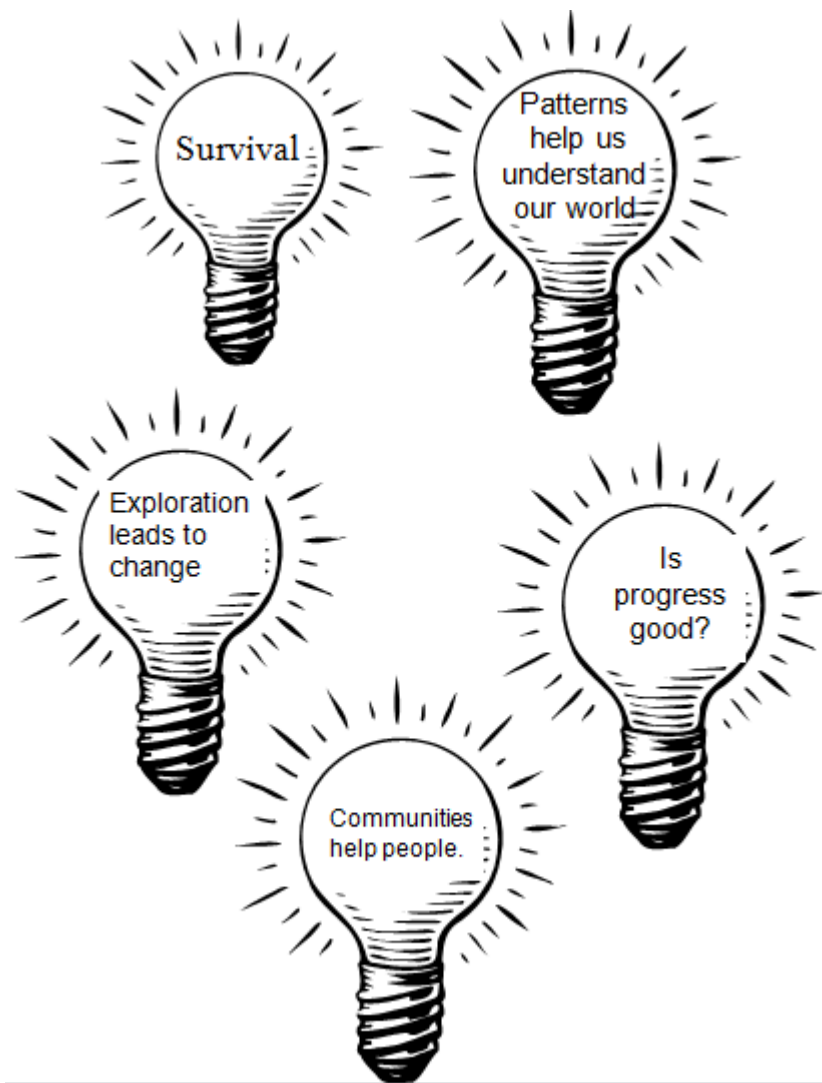


Directions:

1. Choose an image that relates to something you know about, connects to an experience you've had or leaves you with questions.

2. Add a question that would start an interesting conversation about the picture. Option: write a new question or add to some of the pre-written questions.
3. Share image, connection, and question in a small group.
4. Organize the questions from the most concrete to the most abstract in a small group. There are no correct answers as questions' complexity changes based on the image being examined.
5. Identify questions that might address particular strengths, needs, and interests of learners such as learning auditory, visual, kinesthetic, or tactile.
6. Connect the image and question to a big idea. Discuss how ideas about the image change when connected to a big idea.

Possible Big Ideas: Connecting questions and observations to large scale ideas helps students build a network to store and use their knowledge and skills. Here are a few possible big ideas.



Cover half of your picture. How does this change what the picture is about?

Choose a question that would draw you into a conversation about an image.

What would you expect to hear if you were where this picture was taken?

What smells would you expect to smell if you were where this picture was taken?

Estimate how many _____ might be in this picture.

If this picture were in color, what colors would you expect to see?

A large thought bubble with a scalloped border and three small circles at the bottom left. Inside the bubble are four horizontal lines for writing.

Sample Questions for *Images Draw You In Bubbles*

KNOWLEDGE (remember)

- List the different shapes that you see in this picture.
- How many people do you see in this picture?
- List all the _____ you see in this picture.
- How many _____ do you see in this picture?
- List all the objects that start with _____ in this picture.
- Circle all the people with _____ in the picture.

COMPREHENSION (understand)

- What do you think this is a picture of? What makes you think that?
- What could you change in this picture that would give the picture a new idea?
- Estimate how many _____ might be in this picture.
- Is this picture happy or sad? What makes you say that?
- Is this picture new or old? What makes you say that?

APPLICATION (apply)

- What objects could be placed into this picture that would belong?
- Give a new title to this picture. Why did you choose that title?
- Write a caption for this picture that you feel explains what this picture is about.
- Create a new picture that shows what happened right before this picture was taken.
- Turn the picture over and draw what you remember of this picture.
- What if in this picture, _____?
- What chapter in your textbook would this picture belong in?

ANALYSIS (analyze)

- Where might this picture have been taken? What makes you think that?

ANALYSIS (continued)

- When do you think this picture might have been taken? What makes you think that?
- Is this picture a good example of a _____? Why or why not?

SYNTHESIS (evaluate)

- Cover half of your picture. How does this change what the picture is about?
- Who is the most important person in this picture? What makes you say that?
- What is the most important object in this picture? What makes you say that?
- In this picture, what is the _____-est? or the most _____? (superlative)
- Do you think this is an important picture to study? Why or why not?

EVALUATION (create)

- What might happen next in this picture? What makes you think that?
- If you could talk to one of the people in this picture, what would you say?
- List 3-5 questions you have about this picture?
- What might the people in this picture be saying?
- What might the objects in this picture be saying?
- Choose one object in this picture and list as many adjectives as you can to describe it.
- What don't you see in this picture that you think you should see?

OTHER

- What would you expect to hear if you were where this picture was taken?
- What smells would you expect to smell if you were where this picture was taken?
- If this picture were in color, what colors would you expect to see?
- How could you act out the things you see in this picture?
- How does this picture make you feel? Why do you think that is?
- If you were the _____ in this picture, how would you feel?

Applying Webb's DOK Levels to Bloom's Taxonomy of Educational Objectives (Karin Hess)

ELA/Soc St Examples	Webb's Depth of Knowledge Levels			
Bloom's Taxonomy	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	<ul style="list-style-type: none"> List/generate ideas for writing or research Recall, recognize, or locate basic facts, ideas, principles, concepts Identify/describe key figures, places, or events in a particular context 			
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	<ul style="list-style-type: none"> Write a simple sentence Select appropriate word(s) to use in context when meaning is evident Identify or describe characters, setting, plot, problem, solution Describe or explain: who, what, where, when 	<ul style="list-style-type: none"> Determine or recognize main idea/generalizations Take and organize notes around common ideas/topics summarize ideas/events Make basic inferences or logical predictions from text Explain relationships/cause-effect 	<ul style="list-style-type: none"> Write full composition using varied sentence types & structures to meet purposes Explain, generalize, or connect ideas using supporting evidence Make inferences about theme or author's purpose 	<ul style="list-style-type: none"> Write full composition demonstrating synthesis & analysis of complex ideas Compare multiple works by same author, across time periods, genres, etc.
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	<ul style="list-style-type: none"> Apply spelling, grammar, punctuation, conventions rules in writing Use structures (pre/suffix) or relationships (synonym) to determine word meaning Use resources to edit/revise 	<ul style="list-style-type: none"> Write paragraph using a basic structure or template Edit final draft for mechanics and conventions Use context clues to determine meaning Use text features to find information 	<ul style="list-style-type: none"> Edit final draft for meaning/progression of ideas Apply a concept in other/new contexts Support ideas with examples, citations, details, elaboration, quotations, text references 	<ul style="list-style-type: none"> Define and illustrate common social, historical, economic, or geographical themes and how they interrelate
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment	<ul style="list-style-type: none"> Identify specific information contained in maps, charts, tables, graphs, or diagrams 	<ul style="list-style-type: none"> Analyze a paragraph for simple organizational structure Determine fiction/ nonfiction; fact/opinion Describe purpose of text features Identify use of literary devices 	<ul style="list-style-type: none"> Analyze an essay Compare information within or across text passages Analyze interrelationships among text elements, situations, events, or ideas Analyze use of literary devices 	<ul style="list-style-type: none"> Analyze multiple works by the same author, across time periods, genres, Analyze complex/abstract themes
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 		<ul style="list-style-type: none"> Synthesize information within one source or text Develop a model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Given a situation/problem, research, define, and describe the situation/problem and provide alternative solutions
Evaluation Appraise, argue, assess, choose, compare, defend estimate, judge, predict, rate, select, support, value			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for concepts Make & support generalizations, using text evidence 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Evaluate relevancy, accuracy, completeness of information from multiple sources

5 Cognitive complexity: Applying Webb DOK Levels to Bloom's Taxonomy Karin K. Hess, National Center for Assessment, Dover, NH 2005 updated 2006

© Karin K. Hess permission to reproduce is given when authorship is fully cited khess@ncea.org

Directions:

1. In what time period was this created? _____ Circle things on the image that make you think that.
2. What might be important to these women? What makes you say that?
3. Write what the women might say in the bubbles.



Rhonda Bondie,

Sample Student Worksheet
Images Draw You In

Which image did you choose?

Read the Bibliographic Record. Record notes about your image.

Title: _____

Author/Creator: _____

Date Created: _____

What time period would this image help us learn about?

Why did you choose this image?

What question bubble did you add to this image?

Example Introduction with Differentiated **Content**

Understanding Goal

Civilians often sacrifice and experience hardship during wartime.

Investigative Question

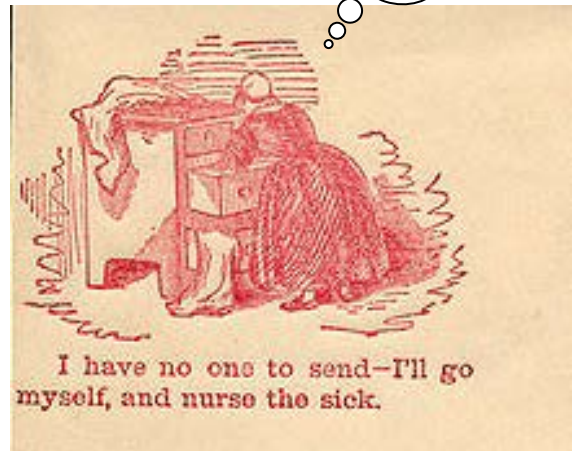
What was life like for women and mothers during wars?

Directions: Look at your assigned primary source to examine and answer the Investigative Question. Sit with a partner who was assigned the same primary source.



Title: I have no one to send. [Pictorial envelope]
Civil War Treasures from the New-York Historical Society,
[Digital ID: nhnycw/aj aj88004]

Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.



Answer the Investigative Question:

With a partner, discuss and then write a five line thought bubble describing the thoughts of this Civil War woman.

Connect learning to the Understanding Goal:

Join with partners who were assigned the other source forming a group of four. 1. Answer: "How do these resources help us think about civilian the hardships during wartime?" 2. Compare civilian hardship during wartime in the past with today. 3. Prepare a reporter to share your comparison.

Example Introduction with a Differentiated **Process**

Understanding Goal:

Civilians often sacrifice and experience hardship during wartime.

Investigative Question choices:

1. Is this picture happy or sad? What makes you say that?
2. Who is the most important person in this picture? What makes you say that?
3. What was life like for women and mothers during wars?

Directions: Look at the picture and answer your assigned question.

Sit with a partner who is answering the same question to share your thinking.



Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.

Answer the Investigative Question:

1. With a partner, discuss and then write a five line thought bubble describing the thoughts of this Civil War woman.
2. Each partner must share your ideas with two other people who have answered different questions.
3. Return to your first partner, discuss what you have heard and revise your original thought bubble to add more details to the Civil War woman's thinking. You may use additional paper.

Example Introduction with a Differentiated **Product**

Understanding Goal:

Civilians often sacrifice and experience hardship during wartime.

Investigative Question:

What was life like for women and mothers during wars?



Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.

Complete one of the following tasks assigned by your teacher to answer the Investigative Question:

1. With a partner, discuss and write a five line thought bubble describing the thoughts of this Civil War woman.
2. Based on your analysis of this photograph, write a letter from the point of view of this Civil War woman.
3. Using your notes and other sources, create three other depictions (drawings) of women's experiences during wartime.

Join with partners who were assigned the other projects forming a group of three. 1. Answer: "How do these projects help us think about civilian the hardships during wartime?" 2. Compare civilian hardship during wartime in the past with today. 3. Prepare a reporter to share your comparison.

Introduction Routines: Zoom-In Inquiry



Zoom-In Inquiry is often used to ignite curiosity and to build background knowledge of a topic under study. During this activity, students uncover a primary source, text, artwork, student work or any other image piece by piece in order to look closely and use background knowledge to build understanding. An **investigative question** starts the exploration and guiding questions focused on observation, interpretation, and evaluation follow as pieces of the image are revealed one at a time. Students use evidence and subject specific

vocabulary to support their hypotheses. Students reflect on their understanding of the primary source and its relationship to "**the big picture**" or a **large scale understanding** that is overarching and essential to the subject. Finally, other related historical sources or images are presented that ask students to test the application of their hypothesis with a new source or problem.

Five Steps to prepare a Zoom In Inquiry

Step1 Content: Identify the standards of learning and essential question or big idea for the topic under study and find a unique source that will spark curiosity and activate or further background knowledge.

Step 2 Visible Thinking: Create an idea tracker for students to monitor and assessing their thinking during the activity. For example, these trackers use a [Project Zero Visible Thinking Routine](#). An essential question posed at the top for students to consider. Students jot down their claims about the source, supporting evidence and either questions or connections based on this evidence. Questions are useful for pursuing further research while connections are practical for reviewing previous lessons or making explicit connections to a text book.

What do we know about the relationship between humans and nature?		
Claim	Support	Question
_____	↑	?

What do we know about the relationship between humans and nature?		
Claim	Support	Connection
_____	↑	⊕

Step 3 Learning Process: Crop image into pieces for students to analyze one at a time to support their analysis and interpretation of the source.

Step 4 Product of Learning: Determine how students will respond to the questions in the Zoom In Inquiry and further their inquiry through interrogating other sources or additional reading, research, and/or learning activities.

Step 5 Reflect and Plan: Ask students to assess their learning about the topic under study and reflect on the process of using Zoom In Inquiry to build ideas. Ask student to plan with you next steps to continue learning.

Questions that Build and Assess Understanding

1. Start with an Investigative Question:

What might this source tell us about ____? or How does this source confirm or change your thinking about ____?



2. Spiral Guiding Questions:

A. Look Closely: Observation Questions

What do you see?

Describe who/what you see in this image.

What new people or things do you see?



B. Activate-Build Background knowledge, Use Vocabulary in Context: Interpretation Questions

When do you think this image was taken?

Make a hypothesis about what is happening in this picture.

What do you think happened before this picture was taken?



C. Reflect and Wonder: Evaluation Questions

How did your perception of the image change as you saw more?

Why do you think this image was created?

What questions do you have?

3. Reach for “Big Picture” Understandings:

What does this image say about the relationship between _____ and _____?

Based on this image, how can you explain the impact of _____ on _____?

What do you understand about the role of _____ in our nation’s history?

How is _____ applied to _____?

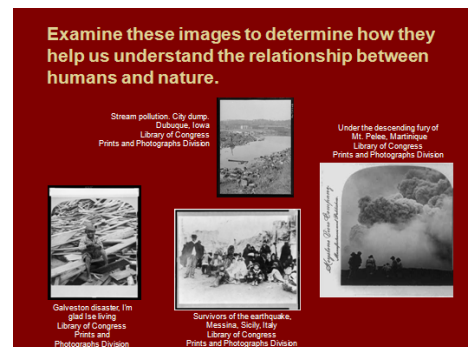
4. Corroborate or test ideas through additional research.

How do these sources confirm or change your thinking?

Zoom In Inquiry creates irresistible invitations to be Curious

Reflect on the thinking process by asking students to identify comments and actions that were heard or seen during Zoom In Inquiry that showed someone being “curious” by:

- ◆ Wondering
- ◆ Asking questions
- ◆ Observing closely
- ◆ Finding problems
- ◆ Being playful



Questions Aligned to Historical Thinking and Common Core Learning Standards

Standard 1: Chronological Thinking

- Identify beginning, middle, end
- Explain before or after events
- Anticipate an outcome from a beginning
- Calculate time
- Work backward to explain an issue
- Create and Interpret a timeline
- Use patterns to explain continuity or change
- Use periods to understand information

What was happening in US history at this time?

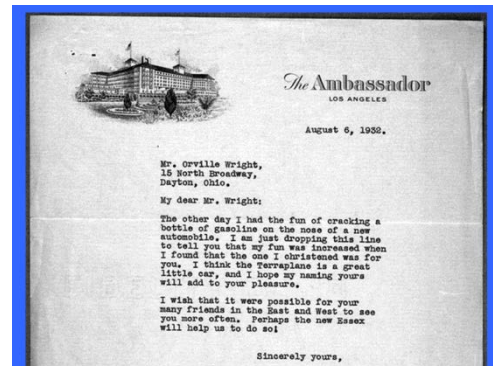


Common Core Learning Anchor Learning Standards Reading K-12: Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard 2: Historical Comprehension

- Identify author, time, purpose, place of source
- Identify main idea and perspective
- Identify factual evidence
- Identify interpretation
- Summarize a source



Make a hypothesis about who may have written this document.

Common Core Learning Anchor Learning Standards Reading K-12: Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard 3: Historical Analysis and Interpretation

- Use evidence and data to make an interpretations
- Distinguish between opinion and argument
- Draw comparisons across time and place
- Analyze cause and effect

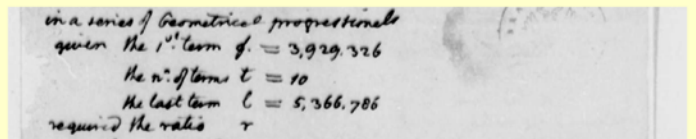


Common Core Learning Anchor Learning Standards Reading K-12: Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Standard 4: Historical Research Capabilities

- Formulate investigative questions
- Seek evidence from a variety of historical sources
- Interrogate historical data
- Identify problems with evidence



Given the values above, what could the variables present?

How would you determine the value of r ?

Common Core Learning Anchor Learning Standards Reading K-12: Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard 5: Historical Issues-Analysis and Decision Making

- Create an argument with a thesis, reasoning, and supporting evidence
- Value multiple perspectives related to a topic
- Explain events leading to an outcome using supporting evidence

Examine these images to determine how they help us understand the relationship between humans and nature.

Stream pollution, City dump, Dubuque, Iowa
Library of Congress
Prints and Photographs Division

Galveston disaster, I'm glad I'm living
Library of Congress
Prints and Photographs Division

Survivors of the earthquake, Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division

Under the descending fury of Mt. Pelee, Martinique
Library of Congress
Prints and Photographs Division

A Japanese steamship
Library of Congress
Prints and Photographs Division

Common Core Learning Anchor Learning Standards Reading K-12: Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

More Examples

1

•Does the new information change your hypothesis? Why?

•What is this product promising to do?

2

What do you think these new shapes represent?

3

How did experiences of the Civil War differ?

4

TITLE: Pocahontas saving the life of Capt. John Smith / New England Chromo. Lith. Co. ©1876
Library of Congress Prints and Photographs Division

How does the story told in this painting compare to what you already know about the story of Pocahontas and your understanding of history?

What questions does this image leave you with?

Universal Design and Differentiated Instruction

Differentiate the Zoom-In Inquiry **content** of the questions by adding multiple choice answers or highlighting (with color or underline) essential vocabulary. Use the draw tools to focus student attention.



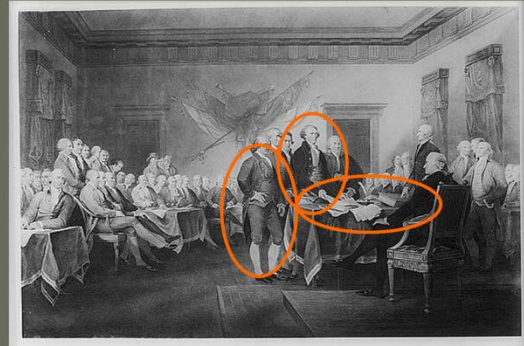
Look in the bottom right corner.
What do you see?
What is your **new prediction** about this picture?

Click to show some answers.
What other evidence do you see?

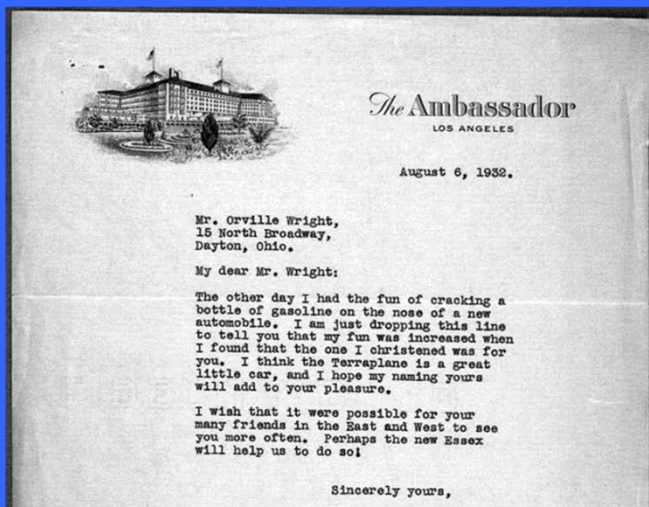
The style of dress is colonial

Thomas Jefferson who wrote The Declaration of Independence

The papers on the desk (The Declaration) are being presented by Jefferson



The height of most buildings in 1870...



Make a hypothesis about who may have written this document.

- a) Abraham Lincoln
- b) Martin Luther King, Jr.
- c) Amelia Earhart
- d) Henry Ford

What clues support your guess?



1. Who is this person?

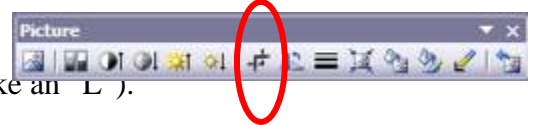


2. List reasons to support your guess.

3. Is there another possibility? Why?

Introduction Routine: Zoom-In Inquiry Construction Directions

1. Open PowerPoint.
2. Choose a solid color for the background. Go to **Format Menu -> Background**
3. Type the directions for students on the first slide.
4. Insert a high resolution image on the second slide.
5. Right-click on the image and choose **Show Picture Toolbar**, if picture toolbar isn't showing.
6. Click on the image.
7. Choose the **Crop tool** from the Picture Toolbar. 
8. Place the cursor on a corner of the image (it should look like an ).
9. Click and drag to make the image smaller.
10. Click on **Insert Menu -> Duplicate Slide**
11. Enlarge the image slightly for the new slide using the crop tool,.
12. Repeat steps 9 & 11.



Thanks to Marc Perella, SBTS at Glasgow Middle School, Fairfax County Public School, Virginia.

How do I insert the questions?

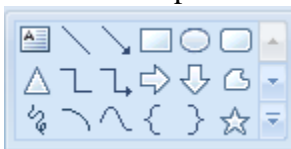
Insert a text box on each slide in a Zoom-In. On the first slide, type the directions for students. Example: **Examine the primary source clues carefully. Determine what you see and what questions you might ask to get the “big picture.”** On the next slide, present the investigative question. On subsequent slides, add the questions that will lead the students down the path of inquiry toward reaching the “big picture” or understanding goal. Spiral questions from the concrete to the abstract.

Differentiate Zoom-In Inquiry?

Differentiate the Zoom-In Inquiry **content** of the questions by adding multiple choice answers or highlighting (with color or underline) essential vocabulary. **Differentiate** the **process** by manipulating the groups during the presentation in one of the following ways: allow students to discuss questions in small groups before the whole class discussion; assign students to answer particular questions (e.g. questions directly related to the image for students with less background knowledge and abstract questions to challenge students familiar with the subject); or allow students time to reflect and record answers in a journal.

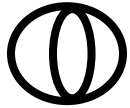
Draw Tools

Use the draw tools to help focus students and provide supports for students who need additional help with vocabulary, noticing details, and background knowledge.



Zoom-In Thinking Tracker

See



Describe what you see in the source

Think



What do the things that you see
make you think about?

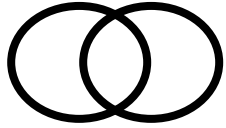
Wonder



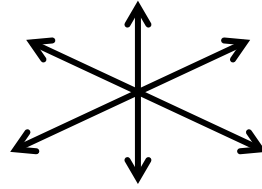
What questions do you have about this source?

Zoom-In Thinking Tracker

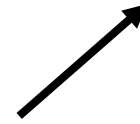
Connect



Extend



Challenge



Connect	Extend	Challenge

Entry Point Questions

Each entry point requires students to use a combination of their intelligences but has a different emphasis. These questions suggest that there are several different ways to demonstrate and articulate an understanding of every topic that we teach.

A teacher may use entry points to guide the explanation of a topic to students, maybe using a definition, diagram, story, experiment, and sequence of events. During each review, the example or explanation of a concept is changed using a different entry point until the learners understand. This might happen in a few minutes in a discussion or might take several days.

Sample Entry Point Reflection Questions

<p>1 What is the story of _____? (Narrative)</p>	<p>2 How can I measure or quantify the parts of this or the consequences of this? (Quantitative)</p>	<p>3 What does this remind me of? What other _____ is this like? Why is this important? Who would care about this from the past, today, and in the future? (Foundational)</p>
<p>4 Create something that shows what you know about this topic by drawing, speaking, moving, building, or writing. (Experiential)</p>	<p>5 If _____ changed then what might happen? How does this compare to _____? (Logical)</p>	<p>6 How is this put together? What are the parts and why are they arranged in this way? (Aesthetic)</p>
	<p>7 Who could I talk with to learn more about this topic? (Collaborative)</p>	

Note: By numbering the topics in the chart, students can easily be **grouped**

1. together by the number of the question that they answered.
2. so that each group has at least one person who answered each question.

These questions take very little preparation time for the teacher or students to create. A chart of questions creates a tool to organize groups students by interest or by challenges or can be used by individual students to guide inquiry. These questions will both activate prior knowledge and further thinking on the new topic in order to ignite the curiosity needed to motivate learning.

Planning Guide Using Multiple Curriculum Materials

Topic: _____

Learning Goal (s)/Standards: _____

Entry Point	Possible Materials
The <i>narrative</i> entry point allows access to a topic using a story or narrative related to the concept	letters, articles, books, art, photography, posters
The <i>quantitative</i> entry point employs numerical methods	charts, graphs, formulas, measurements, measuring tools
The <i>logical</i> entry point invites deductive reasoning	ethical problems, clues, conflicting evidence
The <i>foundational</i> entry point considers the philosophical aspects of the concept	examples that enable students to compare different time periods, noting of patterns found in evidence, identifying the purpose or roles, consider consistency and change over time
The <i>aesthetic</i> entry point emphasizes appreciation of the topic's properties through beauty, forms, and relationships	poems, art, dance, drama, nature,
The <i>experiential</i> entry point invites an approach to a concept through hands-on investigation	acting out play/interview/log/diary, physical representation, testing an idea, simulation, internship/field trip
The <i>social</i> entry point allows access to a topic through a social experience. Use activities with any materials.	discussion, team work, play specific roles, peer feedback

Directions: Rank 1 through 3 the investigations that interest you most

K
Think You Know

W
Want to Learn

L
New Insights
and Questions

Choose the question that interests you.



Poet who was President

How is the Gettysburg Address like the poetry that Lincoln wrote?



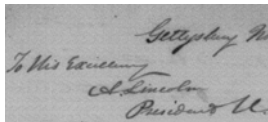
Just like being there

How does it feel to say and hear the Gettysburg Address?



It adds up

How can numbers help us understand the significance of the Gettysburg battle?



What's the story?

How do personal reactions to the Gettysburg Address complete the story of the event?



Connections over time

What common themes unite great documents?

Choose the question that interests you.



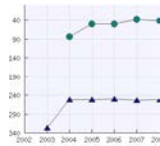
Artist - Poet

How is (insert topic) like poetry (or art form)?



Experience It

How does it feel to say and hear the _____?



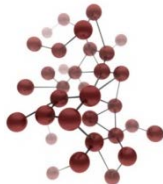
It adds up

How can numbers help us understand the significance of _____?



What's the story?

How do personal reactions to _____ complete the story that is remembered?



Connections over time

What common themes unite _____?

What I think I know about Explorers

	Christopher Columbus	Juan Ponce de Leon	Jacques Cartier	Christopher Newport
Tell the story of exploration from the explorer's point of view.				
What number might represent your explorer? Explain why this number is significant for the explorer.				
Draw a shape that could represent the explorer. How does the shape express the explorer's story?				
What patterns in our world could the explorer's story fit into?				
Describe a time when you have explored something. How did your exploration lead or not lead to change?				

Word Study/Vocabulary Learning Choices

Name _____

Words that I am studying _____

Complete two tic-tac-toes to learn your words.

<p>1. If your words were colors then what colors would they be and why?</p>	<p>2. Compare your each of your words to another word using this format. (<u>your word</u>) is like _____ because _____. Repeat this pattern for each word.</p>	<p>3. Find your words in a textbook. Make a list of your word, the page # where it can be found and copy the sentence where the word is used. If you can't find the word in your textbook then try other books, newspapers, magazines, and the Internet.</p>
<p>4. Draw an image or symbol that represents your word.</p>	<p>5. Write the definitions of each of your words.</p>	<p>6. Write a question that the answer would be one of your words. Create a question for each of your words.</p>
<p>7. Explain why this word is important to know. Offer examples of how people can use the word.</p>	<p>8. Find an image that represents each of your words.</p>	<p>9. Create a group of five words that one of your words would fit into. Give the group a title. Create a group of words with a title for each of your words.</p>

Investigation Routine: Crop It

<http://teachinghistory.org/teaching-materials/teaching-guides/25697>

What is it?

Crop It is a four step hands-on learning routine where teachers pose questions and students use paper cropping tools to “crop” to an answer found in a primary source. The routine helps students look carefully at a primary source to focus on pieces of evidence that support their ideas. Students use the evidence from their “crops” to build an interpretation or story. Crop It is called a learning routine because it has just a few easily remembered steps, can be completed in a short period of time, and can be used in different subject areas (for example cropping a work of art, a poem, or a text book).

Description

In our fast paced daily activities we make sense of thousands of images in just a short glance. Crop It slows the sense making process down to provide time for students to think. Crop It gives students a simple process to seek evidence, multiple viewpoints, and complex understanding before determining the meaning of a primary source.

Teacher Preparation

1. Print a collection of primary sources related to the unit or topic under study. The collection may include:
 - a. various types of sources, photographs, cartoons, advertisements, and newspaper articles challenging students to use varying amounts of background knowledge and vocabulary or sources that can be read by students working on different reading levels.
 - b. sources representing different perspectives on the topic,
 - c. sources depicting the critical people, places, and events that will be tested in a unit.
 - d. sources representing perspectives that are missing in the textbook.

*Students may be asked to bring in sources related to the unit of study.
2. Print and cut out enough Crop It tools so that each student has a set of two tools.
3. Prepare to display a series of questions either through a PowerPoint presentation or place questions on chart paper to display.

In the Classroom

Step One: Choose an Image

1. Ask students to choose a source from the collection that meets at least one of the following criteria:
 - connects to an experience that you have had,
 - relates to something that you know a lot about and/or
 - leaves you with questions.

*Note: other criteria may be substituted such as choose an image that relates to a question you have about the unit, choose an image that relates to your favorite part of this unit, or choose an image that represents the most important part of this unit.

Step Two: Explore the Image

2. Pass out a set of two Crop It tools to each student. Demonstrate how to use the Crop It tools to focus on a particular piece of a source. Show students how to make various sizes of squares, triangles, rectangles, and lines crop to “crop” or focus attention to an important part of the source.
3. Invite students to carefully explore their image by using the tools. Pose a question and ask students to look carefully and “crop” to an answer. Ask each question and then pause for students to crop to an answer. Invite students to revise their answer by choosing another crop that could answer the same question. Encourage students to think about if they could only have one answer then which crop would be best and ask them to consider what would make a crop better.

Sample questions

- Crop the image to the part that first caught your eye. *Think: Why did you notice this part?*
- Crop to a part of the image that tells who or what this image is about. *Think: Why is this person/thing important?*
- Crop to a part of the image that tells where this image takes place. *Think: What has happened at this place?*
- Crop to a part of the image that tells the time period this image reflects. *Think: What helps us recognize specific times?*
- Crop to a part of the image that shows tension or conflict. *Think: Do you see other problems?*
- Crop the most important part of this image. *Think: Why is this important?*

*Note: See Question Sets for additional question ideas.

4. Allow students to look at the crops of other students in different ways. For example, ask students to share their crop with an elbow partner and explain how the crop answers the question. Or ask students to place their source and crop on their desk and to stand-up and push-in their chairs. Then invite students to silently walk around their table to notice the different types of evidence that students used to answer the question.

5. Collect the types of evidence students cropped on large chart paper by asking students to recall the different types of details that students cropped. These charts encourage students to notice details and can be used during other assignments such as adding descriptions to writing or during discussions to support their answers with specific evidence. For this activity, the charts may help students seek additional evidence in their

sources. The charts may look like this example and will constantly grow as students discover how details help them build meaning.

Details or evidence that might give us information			
Who	Where	When	Problem or Tension
Famous person	Name in Title	Sun	Broken window
Name written	Landmark	Clock	Gaze or stare of people
Location	Landscape/Trees	Season	Something fragile
Hat	Transportation	Clothes	Weapon
Tool	Buildings	Technology	Sign
Badge	Sign	Transportation	Something uneven or out of balance

5. Conclude the lesson by asking students what they learned about the topic related to the collection. Ask students to reflect on what they learned about looking at images and when in their life they might use the Crop It routine to help them understand something.

Common Pitfalls

Avoid asking too many questions during Step Two: Explore. Keep the questions and the cropping moving fairly quickly to keep students engaged and focused on thinking deeply about their primary source.

To increase the amount of thinking for everyone, don't allow students to share their own crops with a partner or the class right away. Ask students to revise their own crop by trying different ideas before sharing.

Finding Collections of Primary Sources for Students to Crop

See example collections for the Great Depression and the Industrial Revolution

Use Federal Resources for Educational Excellence to find collections of photographs
<http://free.ed.gov/sitemap.cfm>

Find Primary Source Sets at the Library of Congress
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>

Further Reading

Visible Thinking, Project Zero, Harvard Graduate School of Education
http://www.pz.harvard.edu/vt/visibleThinking_html_files/VisibleThinking1.html

Artful Thinking, Project Zero, Harvard Graduate School of Education
<http://www.pz.harvard.edu/tc/index.cfm>

Richhart, R., Palmer, P., Church, M., & S. Tishman. (April 2006). Thinking Routines: Establishing Patterns in the Thinking Classroom. Paper prepared for the American Educational Research Association.
<http://www.pz.harvard.edu/research/AERA06ThinkingRoutines.pdf>

Question Sets for Crop It

Question Set 1

Crop to show what first caught your eye

Think: Why did you notice this part?

Crop to show who or what this image is about

Think: Why is this person important?

Crop to a clue that shows where this takes place

Think: What has happened at this place?

Crop to a clue that tells when this is happening

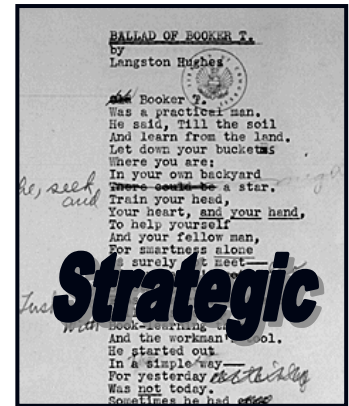
Think: What helps us recognize specific times?

Crop to show tension or a problem

Think: Do you see other problems?

Crop to show the most important part of the image

Think: Why is this important?



Question Set 2

Crop to show an engaging beginning.

Think: What makes beginnings engaging?

Crop to show a high point middle.

Think: What makes a story interesting?

Crop to show a memorable ending.

Think: Why do we remember stories?



Question Set 3

Crop to a clue that tells us the title of this image.

Think: What does the title and date of the image tell you?

Crop to a clue that you have a question about.

Think: What is your question?

Crop to a fact that this image definitively tells us about the past.

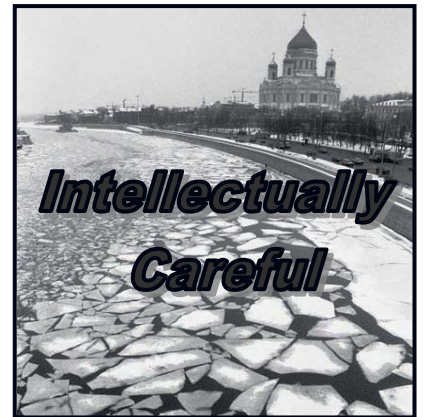
Think: How do you know this is a fact?

Crop to why this image was important at the time it was created.

Think: What else was going on during this time period?

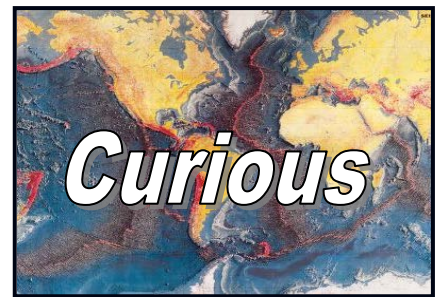
Crop to a place where you would add something to this image.

Think: What would you add and why?



Question Set 4

Purpose: Build a narrative that explains your thinking about an image. Include in the story an engaging beginning, high point middle, and memorable ending. Use details in an image to tell specific parts of the story and to add meaning to the image by writing a script.



Crop to a clue that shows the emotion expressed in the image.

Think: How do colors, lines, and shapes express emotion?

Crop to the part of the image that speaks to you.

Think: Is this image asking you a question or giving you an answer?

Crop to the part of the image the creator thinks is most important.

Think: How did the creator draw our attention to this important part?

Crop to a part of the image that shows motion.

Think: Are things moving fast or slow? What makes you think that?

Crop to a pattern in this image.

Think: Why is this a pattern?



Cut Here ✂

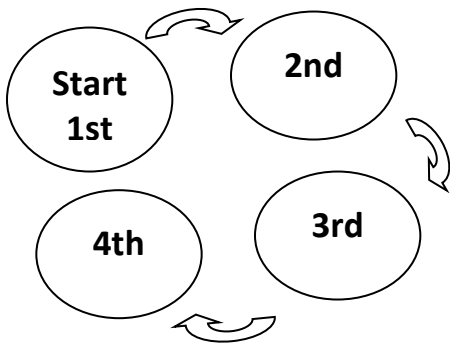
Cut Here ✂

Managing Rigorous Small Group Conversations

Learners need clear expectations for participation in small group conversations in the classroom.

Participation includes knowing the learning purpose or goal of talking and listening to each other and using a procedure to ensure that everyone has the opportunity to participate.

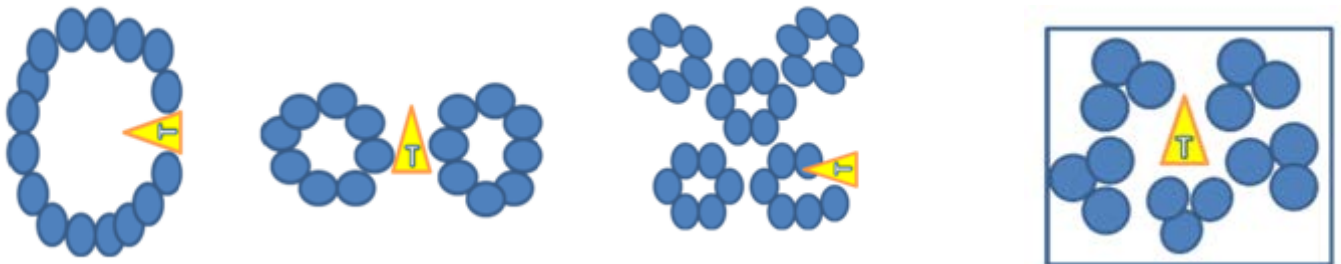
Students benefit from understanding that group conversations can be managed by “rounds” and “roles”.



Rounds

Rounds are when everyone in the group takes turns completing the same task. For example, a group may use rounds to share a favorite part of the story, a reason that caused an event or their answer to a problem. Rounds ensure that everyone has a change to talk and listen in a specified amount of time.

Purposeful Grouping for Thoughtful Interactions



Roles

Roles happen when a group needs to divide a task into different parts to accomplish a goal. In an effort to be efficient, each person takes on a different task. Successful completion of the project depends on each task being completed.

Subjects and Tasks	Math – Problem Solving	Science - Lab	English – Literature Circle	History - Project
Possible Roles	Model Builder (using manipulatives)	Principal Investigator	Literary Luminary	Writer
	Expression Writer	Materials Manager	Discussion Facilitator	Illustrator
	Illustrator	Recorder	Vocabulary Enricher	Builder
		Reporter/Time Keeper	Summarizer	Speaker
		Illustrator		



School Reform Faculty

Harmony Education Center

www.nsrharmony.org

Save the Last Word for ME

Developed by Patricia Averette.

http://www.nsrharmony.org/protocol/doc/save_last_word.pdf

Purpose

To clarify and deepen our thinking about articles we read – for today, a film that we saw.

Roles

Timekeeper/facilitator, who both participates and keeps the process moving.

The process is designed to build on each other's thinking, and not to enter into a dialogue.

Participants may decide to have an open dialogue about the text at the end of the 30 minutes.

Timing is important; each round should last approximately 7 minutes.

Total Time approximately 15 - 30 minutes.

The Protocol

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the film and highlights that image and/or words (from see column on notes only).
3. When the group is ready, a volunteer member identifies the part of the film that s/he found to be most significant and reads it out loud to the group. **This person (the presenter) says nothing about why s/he chose that particular passage.**
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 30 seconds to respond to the image/words — saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 1 minute to state why s/he chose that part of the article and to respond to— or build on — what s/he heard from his/her colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”
8. Optional open dialogue about the film and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the film and to explore your own thinking?

Practice Stating Claims with Supporting Evidence Practice Assessment



Unknown. (191?). [Stopping on a joy ride to repair a tire.](#) Library of Congress.

Cars have wheels.

Does this image support the claim that cars have wheels?

YES NO
(circle one)

What evidence do you see in this image that might support your answer?

What other claim might you make about this image?

What evidence do you see that might support your claim?

Practice Stating Claims with Supporting Evidence



Unknown. (1900). [Galveston disaster, public school 25th St. and Ave. P.](#)
Library of Congress, Prints and Photographs Online Catalog.

Nature can sometimes be destructive.

Does this image support the claim that nature can sometimes be destructive?

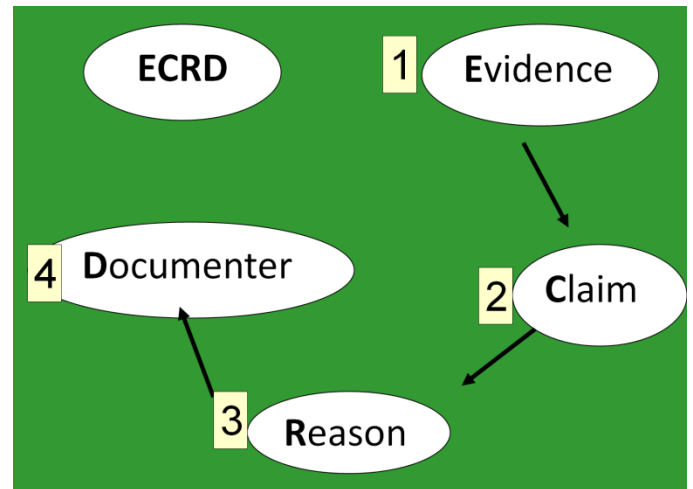
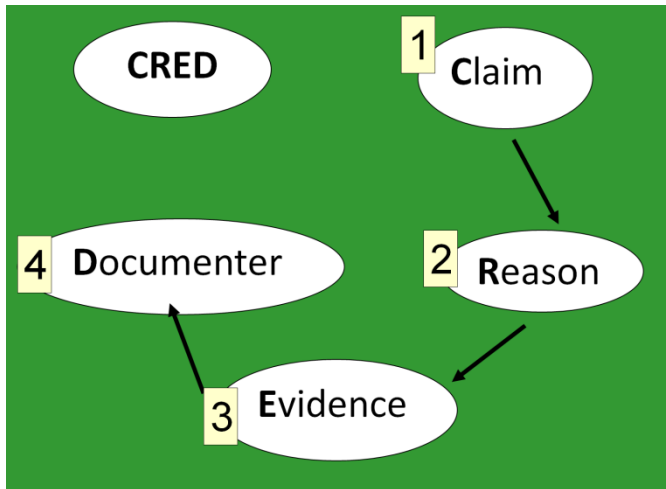
YES NO
(circle one)

What evidence do you see in this image that might support your answer?

What other claim might you make about this image?

What evidence do you see that might support your claim?

Build Arguments through Conversations in Small Groups: CRED or ECRD



Four Roles:

C stands for claim. This is a claim that could be made based on evidence from a text, document, or situation.

R stands for reasoning. Adding reasoning is essential to making arguments. *The reasoning part of an argument is the “because” part of the argument.*

E stands for evidence. *Evidence provides proof of your reasoning.* The most common type of evidence is the example.

D stands for documenter. The documenter records the argument with all of its parts, the assertion, the reason, and the evidence.

Claim	Reason	Evidence	Rating * Star = most credible argument, ✓ Check = arguments that represent different viewpoints, + Plus = most accurate interpretation of the source

CRED: Is your argument credible?

Evidence	Claim	Reason	Rating ★ Star = most credible argument # Number = arguments that represent different points of view + Plus = most accurate interpretation of the source
Rhonda Bondie, rbondie@fordham.edu 10/5/2013		43	

CRED: Is your argument credible?

Evidence			
1.			6.
2.			7.
3.			8.
4.			9.
5.			10.
<u>Evidence #</u>	<u>Claim</u>	<u>Reason(s)</u>	Evaluate Documented Arguments + Plus = most accurate interpretation of the source <u>Name</u> = Label whose point of view the argument represents ★ Star = most credible argument

Analysis Tools for Different Types of Media

Making Sense of Letters

1. Circle the date the letter was written.
2. Underline any words you don't recognize or can't read.
3. Reading what you can in the letter, go back and write in words that you think make sense for some of the words that you underlined.
4. Choose one sentence from the letter you think is important and rewrite it here:

<hr/> <hr/> <hr/>

5. What do you think this letter is about?
6. After reading the printed version of this letter, listening to a reading of this letter, or read more information about the author. Describe new information that you have about the letter?
7. What questions do you have about this letter?
8. How could you go about getting answers to the questions you wrote above?

Making Sense of Letters

	First Reading	Second reading
Who wrote the letter?		
Who was the letter written to? How does the writer know the person they are writing to?		
When was the letter written?		
What is letter about?		
What questions do you have about the letter? Include words you can't decode or understand as well as questions about the subject of the letter.		
What research would you need to do to widen your understanding of this letter?		

Working through a primary source poem....

Predict

1. Examine the picture of the author and read the title of the poem.
What do you think the poem will say on this topic?

Read

2. Read the poem once. What do you think the poem is about?

Analyze

3. Reread the poem and choose a line that you think is powerful.
What makes this choice of language powerful?

4. Choose a line which you are not sure you understand. What do you think it might mean?

Connect

5. What do you learn about the author from the poem?

6. Read about the author and notice the time period when the author lived. Then, reread the poem. What does this poem tell you about the world in the time period when the poem was written?

7. Why do you think the author wrote this poem?

Cracking the Code

Skim the diary entries once.

Identify Factual Information
Time frame, place, author's age, year diary was written

Pose a Historical Inquiry Question
(Ex. Are many other people traveling at the same time? What were common problems with travel at this time?)

Carefully read the diary entries.

List: Interesting or peculiar language

List: Places and people

List: Topics written about or discussed

List: Personal thoughts of writer

List: Other observations

Create a hypothesis that addresses the inquiry question you created.
(Ex. Traveling West at this time was very crowded and confusing.)

List facts to support your hypothesis. *(Ex. "the emigrants are crowding in, hundreds of teams are waiting their turn")*

Cracking the Code – Reading Diaries, Journals, Letters, and other “unofficial manuscripts” as pieces of Primary Source communication



Analysis / Interpretation / Evaluation Tips:

- Make a personal connection between type of document and student’s own lives.
- Show handwritten copy of document if available. Allow students to practice reading document using magnifying glass or by transcribing 1-2 sentences on their own. Compare student transcriptions to official transcriptions.
- Ask students to identify as much factual information about document writer or creator, from bibliographic record, as possible.
- Ask students to pose an historical inquiry question about the document, writer, or time period.
- If document is long, divide it into sections and charge individuals or small groups with analysis of their own section. Print document out, cut apart, and use highlighters if needed.
- Ask students to list:
 - interesting / peculiar language. (They should use dictionaries to find origins and meanings of these words)
 - places and people mentioned. (They should consult maps and secondary sources to find identity of notable people.)
 - topics written about or discussed.
 - personal thoughts of writer.
 - other observations.
- Ask students to share information with one and create a hypothesis that addresses their inquiry question. Students should be able to support hypothesis with data from their findings.
- Ask students to find additional information from other sources to check their hypothesis.

SCIM-C

What else would you like to know about this object? How would you go about finding answers to your questions about this object?

What does this object make you think about? What can you guess about why this object was created?

Why is this object important? What else was going on at the time this object was created?

What does this object definitely tell us? What can we say we
KNOW about the object?

Describe what the object is.

Assessment Routine: What's in Your Pocket and Life in a Box

Learning goals:

- Create and test a hypothesis.
- Support a hypothesis with evidence and background knowledge.



To prepare:

1. Place primary source clues about an individual in an envelope or box. Depending on size of group, participants may share one box or work individually. Boxes will be differentiated according to reading ability, background knowledge, or media type. Include the bibliographic record. **Red = most challenging, Blue = average difficulty, Green = least challenging.**
2. Determine student grouping and assignment of boxes.
3. Post criteria for Sleuth levels, apprentice, journeyman, master.
4. Model "What's in you Pocket?" warm-up activity with the whole group, actions 1 through 8 below.
5. Rate the hypothesis from the groups' *What's in Your Pocket* activity

Evaluating a Hypothesis:

- **Master Sleuth:** uses evidence from an examination, subject knowledge, and research with multiple sources to support a hypothesis.
- **Journeyman Sleuth:** uses evidence from an examination and subject knowledge to support a hypothesis.
- **Apprentice Sleuth:** makes a hypothesis without specific evidence to support it.

"What's in Your Pocket?"

1. Find a partner, preferably someone not very familiar.
2. Choose an item from a pocket, purse, or bag. Sample items might be keys, receipts, jewelry, or other items.
3. Learn about your partner through the routine, **Describe, Question, Guess**
Describe objectively the item (a primary source artifact under examination) to a partner. Work as a Historical Sleuth to **ask** and then the partner answers a **few questions** about the item.
Guess or make a hypothesis about the owner of the item's life based on the discoveries.
*Offer evidence to support or refute the hypothesis. Evaluate the Sleuth level of the hypothesis.
4. Repeat the process, switching roles with the partner.
5. Once the activity has finished, discuss the following:
 - What professionals work in this manner?
 - How could you support your hypothesis about someone's life to improve your Sleuth level?
 - What types of thinking were you and your partner using?

Life in a Box

Part One: Examining primary source clues to create a supported hypothesis.

1. Assign or ask students to choose a box or envelope with primary source clues in it.
2. Examine primary source items in numerical order from one of the boxes. Start with the lowest number, the most difficult primary source clue. Use bibliographic information to answer questions about the items.
3. Examine the items found in the box to:
 - Describe and determine what the item is.
 - Determine to whom the item may have belonged and what the item may tell about the person's life.
 - Use the student worksheet to facilitate examining the items.
4. Discuss how primary source sleuthing builds aspects of student understanding.
5. Share findings with large group if time permits and evaluate sleuth levels.

Part Two: Create an exhibition as a performance assessment to make explicit the big ideas of a subject.

Establish that students will take on the role of curators to create a new exhibit for a museum on _____. Announce that the space for the exhibition is limited.

Participants will:

1. Complete the process again with a set of boxes related to one subject chosen by the facilitator.
Determine a common characteristic of the items that were chosen. For example, role in history.
2. Choose one item from the box to represent the individual's work for an exhibition. Be able to justify why this item is representative.
3. Tape the items on a wall to create an exhibition for review.
4. Identify a title for the Exhibition and big ideas about the subject that are supported through the primary sources in the exhibition. Discuss "What might the exhibition suggest about the Library of Congress"?
5. Brainstorm next steps to with students.

Differentiated Instruction: Academic Readiness Level

- Provide a variety of primary sources requiring the use of different academic strengths to interpret.
- Assign students to explorations that are more concretely or abstractly related to the subject. For example, a box with a green label might begin with a portrait of a person the items represent and may have bibliographic information included with each item. A box with a red label might begin with an item that encourages the student to make a wrong hypothesis and may contain no bibliographic information.

Teaching for Understanding: Facets of understanding and primary source analysis

Primary source analysis requires students to use facets of understanding described by Wiggins, G. & J. McTighe. (1998). *Understanding by Design*: Alexandria, VA: Association of Supervision and Curriculum Development. (44-47)

- **Explain:** support hypothesis by pointing to evidence in primary sources.
- **Interpret:** make sense of primary sources by connecting to personal experience and knowledge.

- **Apply:** skills and knowledge from multiple subjects to identify and interpret a primary source.
- **Perspective:** identify the perspective of a primary source and agree or disagree with it.
- **Empathize:** recognize the value of a primary source in terms of history and today.
- **Self-knowledge:** evaluate the level a hypothesis is supported in reliable evidence and realize when to conduct further research.

Life in a Box: Assessment Criteria

Which Sleuth describes your hypothesis?

Master Sleuth

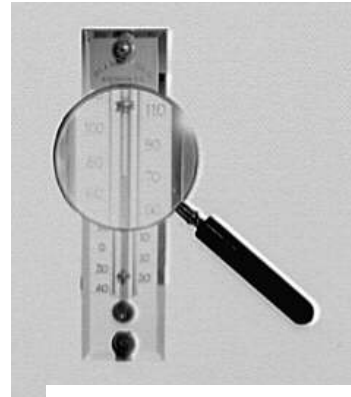
- Uses specific evidence from investigation.
- Supports Ideas with background/subject knowledge.
- Has more questions and puzzles for future research.

Journeyman Sleuth

- Uses specific evidence from investigation.
- Supports ideas with background/subject knowledge.

Apprentice Sleuth

- Uses background knowledge.
- Needs more time to support the idea with specific evidence.



[http://memory.loc.gov/cgi-bin/query/r?pp/horyd:@field\(NUMBER+@band\(thc+5a37120\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/horyd:@field(NUMBER+@band(thc+5a37120)))

Life in a Box Analysis – Recording Sheet

Name _____

<p style="text-align: center;">Confirm</p> <p>Explain how the artifact confirmed what you already knew about this person.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;">Surprise</p> <p>Explain why you were surprised to see this artifact in a box about the person.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p style="text-align: center;">Question</p> <p>Write questions you have about the person's life and/or the artifacts.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;">Add</p> <p>Identify artifacts that could be added to the box to improve the description of this person's life. Explain why the item should be added on another piece of paper.</p> <p>1.</p> <p>2.</p> <p>3.</p>

Life in a Box Analysis – Recording Sheet

Names _____ Date: _____ Item #: _____



<p style="text-align: center;">Time Period</p> <p>Explain what this artifact tells you about the time period from which it was taken. Look for clues such as: clothing, hairstyles, newspapers, city signs, transportation, and other dated objects.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;">Person</p> <p>Explain what you can learn about the person or people in the photograph. What might have been important to them, what job may they have held, and what type of person may they have been?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p style="text-align: center;">Personal Connection</p> <p>How can you connect or identify with the person or people in the picture? What similarities and differences can you notice?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p style="text-align: center;">List and Describe</p> <p>Use this space to list and describe the items in the picture. You will look back at each of these to help determine who the activity is about.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>

Assessment Routine: Sort-it-Out

Sort-It-Out: Explorers Example Directions

Understanding Goal: The past has a presence today.

Investigative Question: How does exploration lead to change?

	Christopher Columbus	Juan Ponce de Leon	Jacques Cartier	Christopher Newport
Point of Departure				
Motivation				
Obstacles 1				
Obstacles 2				
Accomplishments				
Consequences				

Step 1: Look

Examine all of the images in this folder. Read the back to learn more about the image.

Step 2: Label

Think of **two or more** categories that could be used to sort the images into groups. *For example: black & white versus color, people, places, & things, advertisements, letters, pictures, maps, & other (images that don't fit the labels), drawing, photograph, handwritten, & typed.*

Step 3: Sort

Sort the images into groups that would fit under the labels you created.

Step 4: Repeat Steps 2 and 3 as many times as you can.

Record the different labels and the image number(s) for each sort:

Sort it Out: Sample Directions for Students

Big Idea: (An important conceptual understanding).

Investigative Question: (Sorting the images will help students answer this question.)

Directions:

1. Explore the images and topic: Look, label, sort:

Look at the images.

Label possible groupings for the images into two or more categories.

Sort the images (not all images need to be used).

* Repeat this routine as many times as you can.

* Reflect on your sorting:

- How did you decide which images went in each category?
- Is there an image that you are unsure of? What made you unsure?
- Can you think of another way to sort these images?

2. Create an Exhibition that communicates an idea

Arrange your images into an exhibition. Gather with a partner. **Do not tell your partner about your exhibition.**

Take turns with the partner, completing the following tasks:

Viewer

Describe what you see in the partner's sort.

Question state the questions you have when examining this sort.

Sorter will not answer these questions.

Guess the labels for the groups.

Sorter

Listen to the Viewer Describe, Question, Guess – **DO NOT RESPOND**

Explain the thinking behind the title and the groupings to the viewer.

Revise, if you were to revise the work then what might you do differently?

3. Connect these sorts to the **Big Idea (on the top of this page)**. Use images from your sort as evidence to support your ideas.

For more information on an image, see the bibliographic record.

A Sample Variation of Sort it Out
Sort it Out: American Biography – studying people over time

Step 1: Look

Examine all of the images in this folder. Read the back to learn more about the image.

Step 2: Label

Think of **two or more** categories that could be used to sort the images into groups.

For example:

Black & White and Color,

People, Places, & Things

Advertisements, Letters, Pictures, Maps, & Other (images that don't fit the labels)

Drawing, Photographs, Handwritten, & Typed

Step 3: Sort

Sort the images into groups that would fit under the labels you created.

Step 4: Repeat Steps 2 and 3 as many times as you can.

Record the different labels and the image number(s) for each sort:

Step 5: Find portraits or images that symbolizes an individual who made a difference in their community. Place the pictures with an X in the corner in a row. Match the name of the person with their portrait or representative image. Put unused images in a separate pile.

Step 6: Create a timeline. Put the images with an X in order from when the person depicted in the image lived. Start with the earliest period and end with the latest period.

Time Periods: Colonial (1492 - 1763) ->**Revolutionary** (1763-1803)->**Antebellum (through Civil War)** (1803 - 1865)-> **Reconstruction to World War II** (1866 - 1941)-> **Post-War U.S. History** (1945 - Present)

Step 7: Add information. Match the other images with the portraits by placing an image that helps us know more about the person's life below the portrait. You will have two rows now.

Step 8: Make inferences. Think about the people and their work over time. Look for patterns. Look for ways the people and their work are both the same and different.

Answer the questions:

- What type of change did these people work to create in their community?
- What do they have in common?
- Why might we remember their actions today?
- What questions do you have about these people?