TPS PD Plan

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School or Institution: The Flow of History
Projected Date for Implementation: November 10, 2015

Title of Activity	*Historical Thinking and Primary Sources*
Overview	In this one-hour session, participants analyze a primary source using Stanford Historical Thinking Skills model. After sourcing, contextualizing, and close reading the document, they find at least two other documents that connect with their own and then share with the group why their documents connect. Facilitator highlights thinking skills as groups present their work.
Essential or Investigative Question	*How can we use primary sources to teach historical thinking skills?*
Audience	**This activity is best suited for educators of the following grade levels** • Grades 6-8 • Grades 9-12 **This activity is best suited for educators of the following content areas** • English Language Arts • Exceptional Needs • Library Media • Literacy: Reading Language Arts • Social Studies
Time Required	1 hour
Goals	Learn to read a primary source as a historian would Develop historical thinking skills
Standards	**21st Century Learner Standards** 1.1 Inquire, Think Critically, and Gain Knowledge • 1.1.2 Use prior and background knowledge as context for new learning • 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. • 1.1.9 Collaborate with others to broaden and deepen understanding.
Objectives	Participants will be able to: • Describe examples of the benefits of teaching with primary sources. • Analyze primary sources in different formats. • Analyze a set of related primary sources in order to identify multiple perspectives. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
Digital Resources	1. Election Day! c1909 http://www.loc.gov/pictures/item/97500226/ 2. Sylvester Rawding family in front of sod house, north of Sargent, Custer County, Nebraska, 1886 http://www.loc.gov/pictures/item/2005693378/

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	3. Village of Secotan, 1619 http://loc.gov/pictures/item/2001695723/ 4. Downtown Association of LA to FDR, 1933 http://docs.fdrlibrary.marist.edu/thanksg.html 5. Discovery of the Mississippi, 1541 http://loc.gov/pictures/item/91795960/ 6. Across the continent, "Westward the course of empire takes its way", 1868 http://www.loc.gov/item/90708413/ 7. Map of the Inherited Part of Canada, from the French Surveys, 1777 http://www.loc.gov/item/73695741/ 8. Equality League of Self-Supporting Women to Governor of New York, 1907 http://hdl.loc.gov/loc.rbc/rbcmil.scrp3007601 9. Millions of Acres of Land, Nebraska, 1872 http://memory.loc.gov/rbc/rbpe/rbpe13/rbpe134/13401300/001dr.jpg 10. The First Thanksgiving, 1621 [published in 1932] http://loc.gov/pictures/item/2001699850/ 11. National Anti-Suffrage Association, 1911 http://www.loc.gov/pictures/item/97500067/ 12. School Children's Thanksgiving Games, 1911 http://www.loc.gov/pictures/item/ggb2004010001/ 13. Stanford History Education Group Historical Thinking Chart http://sheg.stanford.edu/historical-thinking-chart
Classroom Materials	• Projector • Flip Chart/Marker (or smartboard/projector) • Printouts of all primary sources • Shared Google Doc with URLs to all primary sources (optional) • Analysis Chart (one per person) • Stanford Historical Thinking Skills Chart

Procedure	1. Hand out the primary source analysis chart (attached) and preview with the group. Note that the chart does not ask you to read the entire document first.
	2. Hand out one primary source to each participant and have them work through the analysis chart. Let them know that once they have gotten through the first three steps, they will be getting up to find documents that connect to their own.
	3. After comparing documents, each group will share why their documents connect.
	     a. Project the documents as the group shares.
	     b. Be sure they refer to details in the documents as they share connections.
	     c. Highlight historical thinking skills they are using as they share connections. Note: You might see the following: cause/effect; chronological thinking; continuity and change; and multiple perspectives
	4. If time permits, ask them to find someone in a different group that has a document that might connect in a different way.
	5. Discuss the process of reading/analyzing: Sourcing > Contextualizing > Close Reading > Corroborating.

Assessment/ Reflection	Reflection/Discussion:
	     How might you use this in the classroom?
	     How do you help students place their documents in historical context?
	     What other themes or thinking skills might you highlight with your students?

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Primary Source Analysis Chart

FIRST CHECK IT OVER ➔	What type of source is this? (letter, photo, etc)	Who wrote or created the source?	When was it published?	Where was it published? Where does it take place?	Who is the audience?

NEXT PUT IT IN CONTEXT ⬇	
What was happening when it was published?	How might the times have influenced this document?
READ IT CLOSELY ➔	Circle language or details that are used to carry the message.

NOW FIND AT LEAST TWO PEOPLE WITH DOCUMENTS THAT CONNECTS TO YOURS. ⬇		
Why do your documents connect?	List specific details in your document that connect to the other(s).	List at least two questions your group has about your documents.

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HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• What claims does the author make? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective?	• Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	• I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

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