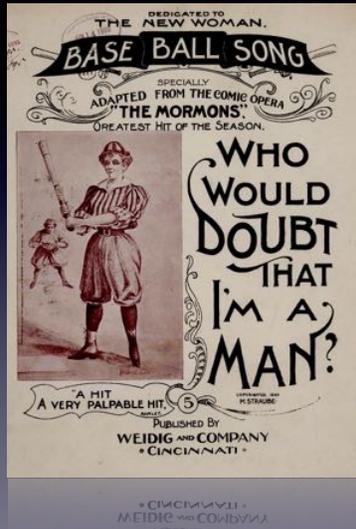


Teaching with Documents

Strategies for historical thinking and close reading



Teaching with Documents

1. The thinking
2. Who's doing it
3. Historian's Toolkit



I. The thinking



How do historians think?

When I recently asked Kevin, a high school junior, what he needed to do well in history class...

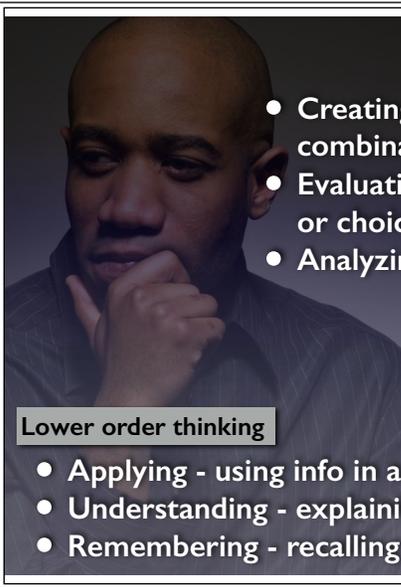
Kevin: "Just memorize facts and stuff, know 'em cold, and when you get the test, give it all back to the teacher."

~ *Thinking Like a Historian*
Sam Wineburg

Historical thinking is critical thinking



1. Examine and analyze primary sources
2. Understand historical context
3. Compare multiple accounts and perspectives
4. Take a position and defend it with evidence



Higher order thinking

- **Creating** - generating new combinations
- **Evaluating** - justifying a decision or choice
- **Analyzing** - discovering patterns

Lower order thinking

- **Applying** - using info in a new setting
- **Understanding** - explaining idea or concept
- **Remembering** - recalling information

Source, Context, Corroboration

Who is the Historian in Your Classroom?

LESSON CREATED BY PETER PAPPAS USING TED Ed
VIDEO FROM teachinghistoryorg's channel YOUTUBE CHANNEL

Let's Begin...

Before you watch this video, stop and think about your own experience as a student in history classes. What was your history teacher doing? What were you doing? Who was the historian in your classroom?

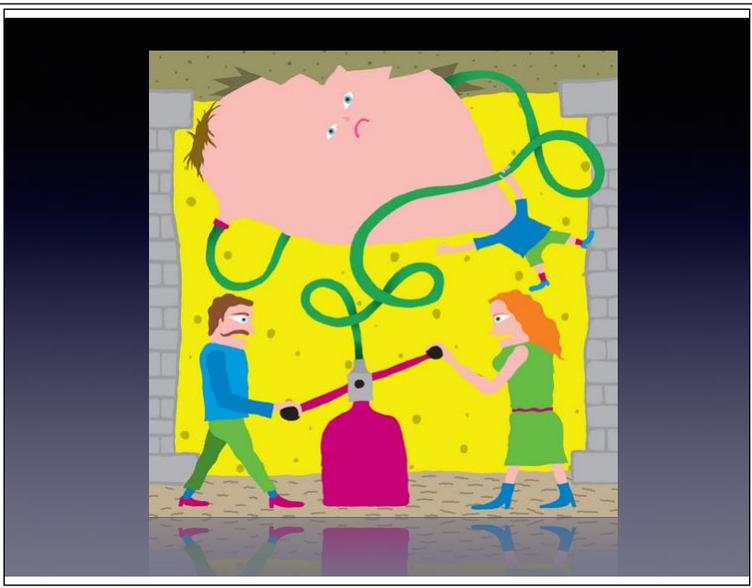


- Watch
- Think
- Dig Deeper
- Discuss
- ...And Finally

HISTORICAL THINKING CHART			
Historical Reading Skills	Questions	Students should be able to ...	Prompts
Sourcing	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Understand how context/background information influences the content of the document • Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable? 	<ul style="list-style-type: none"> • Establish what is probable by comparing documents to each other • Recognize disparities between accounts 	<ul style="list-style-type: none"> • The author agrees/disagrees with ... • These documents all agree/disagree about ... • Another document to consider might be ...
Close Reading	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 ...

STANFORD HISTORY EDUCATION GROUP SHEG.STANFORD.EDU

2. Who is doing the thinking?

3. Historian's Toolkit



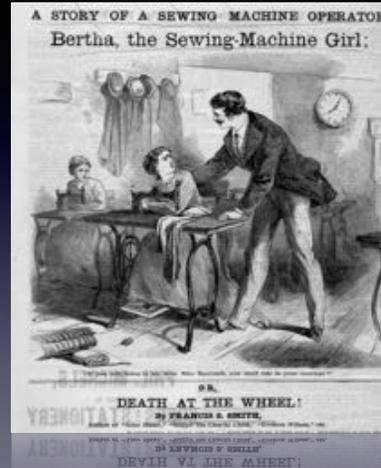
1. Use the standards / curriculum to craft a good question that's worth answering

What types of thinking are generated by these questions?

1. How does where you live influence how you live?
2. How do the arts both shape and reflect a how we live?
3. How should governments balance the rights of individuals with the common good for everyone?

Essential questions

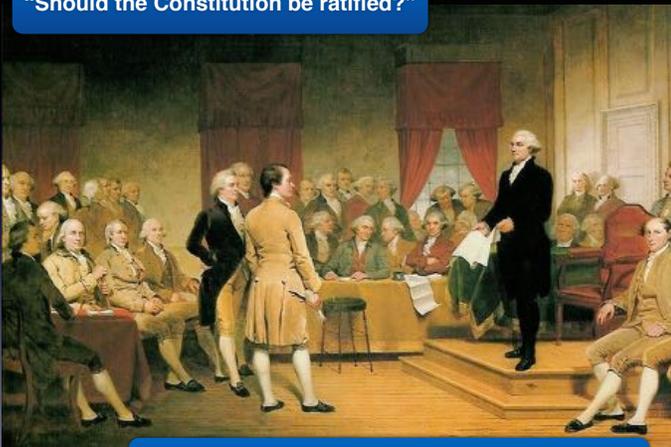
1. Timeless, thought-provoking, open-ended.
2. Calls for higher-order thinking, rather than a "correct" answer.
3. Sparks discussion and debate. Requires support and justification.



Using essential questions

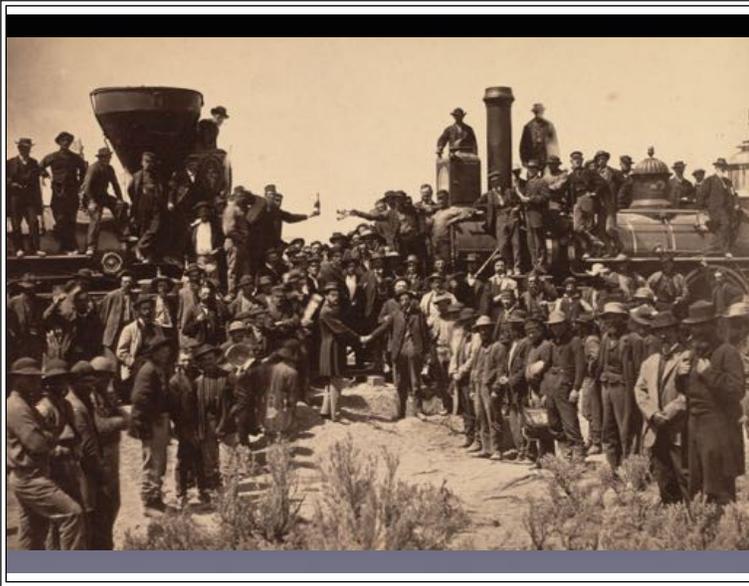
"12 Great Debates in American History"

"Should the Constitution be ratified?"



"How strong should the central government be?"

2. Choose documents that students can interpret with limited background knowledge



3. Build students critical thinking with scaffolding questions to highlight source, context and corroborate with other sources

What does the text say?

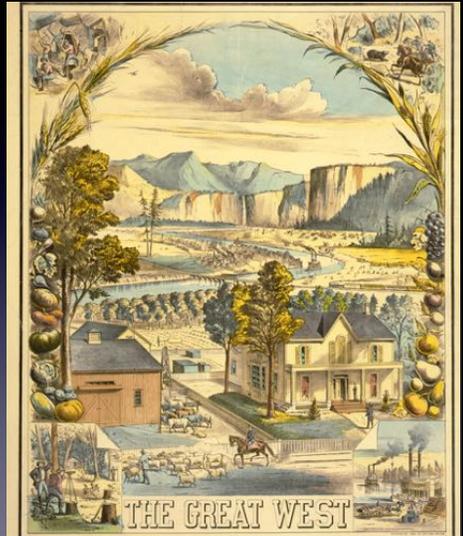
Start with people, objects, and activities.

Then move to inference supported by the details.



What's the author's point of view?

Cite evidence in the text





The tribes were warlike and bloodthirsty, jealous of each other ...they claimed land for their hunting grounds, but their claims all conflicted with one another... they are always willing to sell land to which they have the vaguest title.



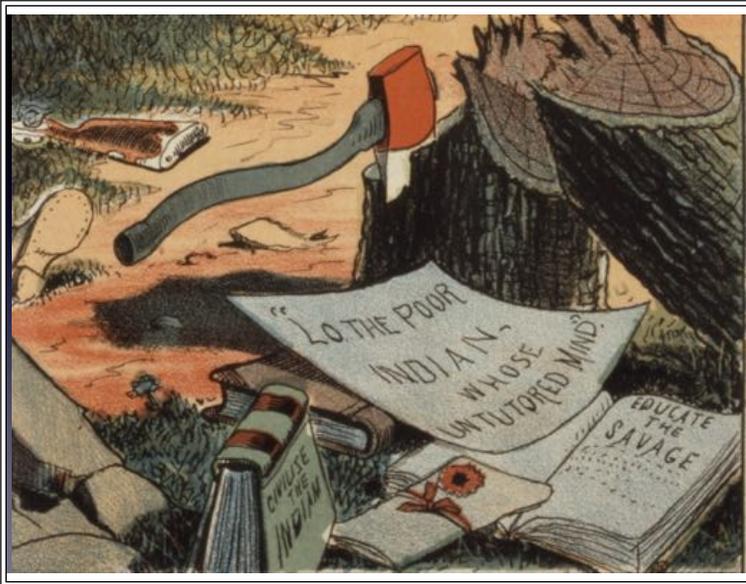
[Can we] consider the dozen squalid savages who hunted at long intervals over a territory of 1000 square miles as owning it out-right?



The Nation's Ward
Uncle Sam's Pet
Hands Off
1885

[LC-USZC4-4802](#)





PS: Same skills useful on Facebook

**PRESIDENT BARACK OBAMA IS RENAMING
MT. MCKINLEY TO "DENALI"**

**"DENALI" IS THE KENYAN WORD FOR
"BLACK POWER."**

LIKE AND SHARE TO SPREAD AWARENESS.

Could a downward force cause an SUV to flip over?



Project-based learning: the goal or problem comes first - that's the reason to learn the fundamentals



Project-based learning lets students decide:

Content - what knowledge and skills will be studied?

Process - what materials, procedures, etc will be used?

Product - what will students produce to demonstrate their learning?

Evaluation - how will the learning be assessed?