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A COMPREHENSIVE APPROACH TO USING PRIMARY SOURCES
IN ELEMENTARY CURRICULUM DEVELOPMENT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Holistic and Integrative Education

by
Michelle RaeLynn Nelson
March 2007

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Approved by:



Dr. Robert London, First Reader



Dr. Samuel Crowell, Second Reader

3/6/07
Date

ABSTRACT

The purpose of this project is to create a teacher resource packet that teachers can use at the third through sixth grade levels to effectively implement the use of primary sources into their existing curriculum to promote greater historical understanding, imagination, empathy, and critical thinking.

The methodology consisted of conducting a review of the literature and compiling a list of guidelines for teaching social studies with primary sources. Consistent with the guidelines, this project combines two models for teaching with primary sources: the Dickinson, Gard, and Lee model for teaching with primary sources based on educational practices and the Wineburg model of cognitive structures which provides insight to how historians approach primary sources. Using this data, four phases of instruction with primary sources were identified: Pictures of the Past, Understanding the Literal Meaning, Understanding the Event, and Understanding the Subtext. Each phase increases with difficulty and provides opportunities for student scaffolding.

A teacher resource packet was created which includes a description of the phases, reproducible student pages, and sample lesson plans. A list of questions was created

in order to receive feedback, and then revised to provide better results. The questionnaires were distributed to five teachers and the data was summarized, analyzed for patterns, and used to inform further revisions.

This project is intended to change teacher behaviors of teaching using an archival view of history to one that applies critical thinking and promotes in-depth student understanding of historical events.

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I would like to thank every member of the eighth cohort of the Holistic and Integrative Education Masters of Arts program. Working with all of you the past year two years has been an absolute blessing.

I would also like to give a special thanks to Robert London for his support, energy, and guidance through the entire process of this project. Your thoughtful and thorough editing has given this project a level of quality beyond my expectations.

DEDICATION

To my mom and husband.

With your love, support, and guidance,
all things are possible.

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CHAPTER ONE

INTRODUCTION TO THE PROJECT

Since high school, I have had a passion for primary sources. I was in a language arts and history program called Center for Applied Research and Technology (CARTA) for three years in high school. The teachers in this program are what inspired me to become a teacher. For the first time in my life, I remember thinking, "This is what a good teacher looks like." The use of primary and secondary sources to learn historical content was an aspect of this experience that made history come alive to me. For example, we prepared a culminating simulation of World War Two, with music of the era and propaganda posters. In my teaching, I look to create meaningful experiences for my students, especially in history since there are so many that are not motivated to study social studies. I was curious to see how primary sources could be integrated at the elementary level where students' higher level thinking skills are still in development.

The review of literature helped to further inspire me since there is a wealth of suggestions that teachers have made on the topic of integrating primary sources. Booth (1987) concluded that not only are elementary students

capable of interpreting primary sources, but with an emphasis on inquiry, discussion, and a variety of source materials, there can be a wide range of ability in children's ability to think historically. In this same study, Booth suggested that the imagination and empathy that students develop when using source materials, not only facilitates their historical understanding, but also their development of higher-level thinking skills. Other researchers have also promoted the use of primary source materials to develop greater historical understanding, empathy, imagination, and critical thinking skills. (Little, 1989; Willing, 1990; VanSledright, 1995; Danzer & Newman, 1996)

For this project, I wanted to create a resource that could be taken to any grade and reproduced for other teachers to promote the use of primary sources in the elementary curriculum. This is an attempt to create a useful resource for integrating primary sources into a social studies curriculum. The goal is to create a resource for teachers, generic enough to be used with any existing curriculum, and yet specific enough to guide students through a scaffolding process in which they increase critical thinking skills and historical understanding. Specifically, the purpose of this project

is to create a teacher resource packet that teachers can use at the third through sixth grade levels to effectively implement the use of primary sources into their existing curriculum to promote historical empathy, imagination, and critical thinking.

Using data compiled from a review of the literature, a list of guidelines for using primary sources was created. These guidelines were organized and used to create the teacher resource packet. The resource packet was distributed to five teachers, the feedback was recorded and analyzed to ensure the usefulness of the packet and inform further revisions.

This project is significant to the field of teaching social studies. There is a wealth of suggestions made by teachers and researchers on the topic of integrating primary sources, but none that integrate the existing models into one usable resource. This project combined the Dickinson, Gard, and Lee model for teaching with primary sources based on educational practices and the Wineburg model of cognitive structures which describes how historians approach primary sources. The Dickinson, Gard, and Lee model (1978) describes four phases for teaching with primary sources. The Wineburg model (1994) describes the commonalities in the way historians approach

historical documents. There are three parts to the Wineburg model which coincide with the last three phases of the Dickinson, Gard, and Lee model. These two models were compiled with other data collected from research articles. Articles were reviewed with various viewpoints and the consistencies were emphasized to represent a balanced approach to teaching social studies.

This project is intended to change teacher behaviors of teaching using an archival view of history, to one that applies critical thinking and promotes in depth student understanding of historical events. One major constraint for social studies teachers is time for lesson planning. Most teachers have a wealth of secondary sources. Although it is an unbalanced approach, it is very time efficient for lesson planning. By providing a resource that is research-based, this project attempts to effectively address time-constraints by creating a resource that can easily integrate primary sources with minimal lesson planning.

Although this project is consistent with the available literature, like any project, this project can be further revised as more research is compiled. The use of a minimal amount of resources is a limitation of this project. This project combined literature that could

reasonably be compiled for the scope of this project. There is a wealth of resources on the topic of using primary sources that can further inform the effectiveness of teaching social studies with primary sources.

Chapter two includes a review of the literature on integrating primary sources into the elementary curriculum. Chapter three describes the methodology used to insure the usefulness of this project. Chapter four describes the results of implementing the methodology including a summary of the feedback given by five teachers. Chapter five summarizes the project and makes further recommendations about research on the subject of primary sources.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

There seems to be an endless amount of resources describing how to use primary sources to teach social studies in elementary schools. Unfortunately, most of these resources lack empirical evidence or a rationalized theoretical framework. This problem seems to be rooted in the lack of research in the field of children's historical understanding. Many researchers have cited this as an under researched area (Dickinson, Gard, & Lee, 1978; Purkiss, 1989; Willing, 1990; VanSledright, 1995).

The use of primary sources is as old as teaching in American schools. The earliest textbooks included documents and narrative accounts (Danzer & Newman, 1996). This review of literature attempts to provide insight into the use of primary sources in the elementary school. The first section looks at students' capabilities to use primary sources. Are primary sources cognitively accessible to elementary aged students? Following is an examination of the role that primary sources should take in the teaching of history, and suggestions for use given by various scholars. The last section identifies a

framework for how historians approach primary sources. The implications of this framework will be used as a model for teaching students how to conduct investigations themselves.

Are Students Capable of Using Primary Sources?

The Piagetian stage-development model suggests that students during the ages of seven to eleven are in "concrete operations" and are only capable to learn the observable. It isn't until age eleven or twelve that students develop "formal operations" which is characterized by the ability to think abstractly. This framework has influenced ideas about how to teach students in all subjects including history. A textbook for teaching preparation (Chapin & Messick, 2002) describes dealing with historical problems, gathering data, and reflecting on historical problems as having the potential to be valuable skills, nonetheless being abstract concepts. Chapin and Messick recommends that the teacher include as much specific, concrete material as possible.

Dickinson and Lee (1978) explained that children's thinking in history lacks "any autonomous theoretical basis...There is no equivalent in history to the carefully planned apparatus of a Piagetian experiment" (Dickinson &

Lee, 1978, p. 94). Unlike Piagetian experiments, history does not include the manipulation of objects and requires subjects to understand extraneous information. Questions asked by historians are different than those asked by natural scientists. Although historians use evidence of the physical past, they do not "discover law like relations between such objects" (Dickinson & Lee, 1978, p. 96).

All of the tests for formal operations involved students determining the natural law associated with natural science problems. While Piaget's work focused on logico-mathematical thinking, the work of the historian is much different than that of the natural scientist. Using Jack Hexter's phrase, Booth (1987) recognizes that the historian uses more "common sense judgments" than "strict logical entailments."

Research in the 1960's and 1970's seemed to support the view that memorization and recall of historical knowledge was all that most students were capable of. Hallam (1967) concluded that it was more difficult for students to think hypothetically in history than in other subjects, which suggests that formal operations for history actually begins at about 16.5 years of age. He suggested that instead of teaching ideas and thoughts of

the people being studied, history should be made as concrete as possible, focusing on ideas such as daily life. He mentioned that students cannot evaluate source materials because they have not reached the formal operations stage that is necessary for the evaluation. Researchers such as Booth (1987) have critiqued Hallam's work mentioning that he used short unconnected textbook passages, and asked questions that were oftentimes unanswerable.

Hallam (1967, as cited in Willing, 1990) may have given a misleading impression. In his own later work (Hallam, 1978; Hallam, 1979, as cited in Willing, 1990) he taught 9 to 10 year olds for an hour a week for almost a year. His emphasis was on teaching students to think critically, evaluate sources, and look for bias. A control group was taught by more traditional methods that emphasized listening and copying. The class in which critical thinking was emphasized was found to have a better acquisition in history (Willing, 1990).

Booth (1987) was involved in a research study of students 11 to 16 years old in a secondary comprehensive school in England. During a seventeen-month period the students were taught modern world history focusing on student participation and using a variety of sources. The

research measured the ability to analyze primary documents, explain major concepts studied, and a change in attitude towards history and the peoples studied. Pre and post assessments were given and the comparison group were students not studying history. They found significant gains in all elements measured. They concluded that intelligence scores and the age of the students were not major factors affecting the increased scores on the history measures. The students' ability to group pictures was dependent on "accurate, relevant knowledge" which was affected by personal experience, attitudes towards history, and verbal ability. He concluded that with an emphasis on inquiry, discussion, and a variety of source materials, there was a wide range of ability in historical thought even at the elementary school level (Booth, 1987).

Booth (1987) also participated in a study of 11-year-olds at a comprehensive school in England. The study investigated a humanities class, examining students' understanding of important concepts in history which included analyzing written primary documents, as well as oral language and group comprehension skills. There were significant gains on all measures.

Booth (1987) suggested that the imagination and empathy that students first develop facilitates their

development of high-level conceptual understanding. He suggests using source materials, evidence through site work, and role-playing to produce speculative historical thinking, and that "...virtually anything is possible with pupils, provided that a way can be found of addressing the problem or issue" (Emphasis in Original, Booth, 1987, p. 38).

What Should be the Role of Primary Sources in the Classroom?

Debate on the role of primary sources in the classroom was initiated by M. W. Keatinge in 1911 and reawakened by the 'new history' in the 60's and 70's. The debate over using primary sources involves whether students should be *seeing* primary sources or *using* them (Dickinson, Gard, & Lee, 1978). *Seeing* primary sources as evidence involves utilizing them as a supplement to teaching factual information. The goal would be to spark curiosity, interest, awe, or illustrate already established facts. *Using* sources as evidence requires a much more extensive use of primary sources which involves introducing students to historical inquiry, which would develop higher-level thinking skills. *Using* primary sources is rooted in the debate that history does not reflect the perspectives of the oppressed. Since

historical narratives are the construction of human authors, objectivity is impossible. Students should then be given the opportunity to analyze sources and create their own interpretations. Proponents for *seeing* primary sources argue that students actually bring more bias to investigations than historians because of their lack of background knowledge (Dickinson, Gard, & Lee, 1978).

The Case for Students using Primary Sources

Throughout human history much of historical work done was viewed as a true and authentic representation of past events (Wineburg, 1994). Historians at one time focused on literary effect or transmitting moral values rather than the integrity of the facts (Willing, 1990). In contrast, Banks (1991) argues that the social sciences typically reflect the ideologies of the dominant group in society, and that history has been used most frequently to "reinforce their hegemony and to make powerless groups docile and content with the status quo" (p. 122). He suggests that since history's first focus was on leaders and military battles, and because of its identified misuse we should be skeptical of integrating a more factual approach to history in schools (Banks, 1991).

Banks (1991) states that supporters of a more factual approach to teaching history, rarely address issues such

as whose perspective is reflected in the history. He recommends that effective teachers must understand how source documents are used to create knowledge in history and the social sciences. With this knowledge teachers should help students understand why gaps exist in the documentary record of oppressed persons, and use case studies to demonstrate examples of lost records in history.

Although objectivity is a priority of contemporary historical studies, many scholars are still concerned with the accuracy of written history. Alan Nevins stated, "No greater error can be made in historical study than to regard man as primarily a rational being; he is primarily an emotional being, and even when he is most rational his thinking processes are insensibly colored by subjective feeling" (as cited in Wineburg, 1994, p. 89). Even the act of writing a narrative itself constrains how the past is represented. For example, as historians write they are forced to order events sequentially even if they occurred simultaneously (Wineburg, 1994).

Little (1989) describes the imaginative qualities that historians used when constructing narratives of the historical record. She explains that historians rationally use facts in the context of their imagination to

reconstruct past events. She identifies three types of imaginative activity: structural imagination, empathy, and ornamental imagination. Historians use structural imagination or 'a priori' to fill in the missing gaps so that there is continuity in the narrative created. The historian also uses empathy to imagine the thoughts of another person. The greater the discrepancy between the thoughts and responses of the historian and the person studied, the greater the imaginative activity that must be used by the historian. In addition, historians use ornamental imagination, which refers to the creativeness of the language used when writing the narrative (Little, 1989).

Little (1989) suggests that since historians use imagination it should be developed in students as well. Little states that students must work with primary and secondary sources, and participate in historical imagination because "such procedures are part of the nature of history" (p. 41). She suggests using teaching approaches such as drama, historical novels, and imaginative writing.

This issue of imagination in history was also discussed by Willing (1990). He states that a source demands an imagination to interpret it. It demands a

person to set aside modern perspectives and to see events as they might have appeared to people living in the past. This is the only way a reasoned and coherent account of past events can be created. Willing described empathy as an imaginative process that involves reasoned judgments. He believes that the development of empathy in students is a reason to study history. He explains that empathy is a move from egocentric thinking to a more social concern, which is a process of moral development. He describes dimensions of historical empathy as including understanding others' motives and historical knowledge.

Since history cannot be created in complete objectivity, Willing (1990) suggests that we must draw on original sources and insights from related disciplines. "How do we know?" is a critical question in history. A teacher's central objective should be to encourage students to question validity and make historical judgments with the use of primary sources.

When students use a primary source as evidence they must analyze the content, and assess its significance, in the process becoming an individual historian. This process encourages critical reading. Although these skills can only be acquired with practice, it provides students some of the skills of a historian (Danzer & Newman, 1996).

It is customary for students to study American History in 5th grade, 8th grade, and again in high school. A study by Van Sledright (1995) looked at a classroom of twenty-two students where the teacher "diligently" followed the content objectives that reflected the "tradition of archivism." All students took pre and post questionnaires. Six of the students were interviewed in great detail. The six students were identified by records of average achievement. The researchers looked at how the study of American History in 8th grade influenced students' historical knowledge and understanding. The students' prior knowledge was scattered and disconnected at best. Prior knowledge was retold without much confidence, and students made a great effort to try to piece facts together as an attempt to make sense of the larger picture in history. The vague and disconnected facts are similar to research done with 5th graders' prior historical knowledge. Fifth graders created more imaginative and elaborate narratives of history, while the 8th graders seemed to be more analytical (Brophy, VanSledright, & Bredin, 1992).

The researchers observed that students seemed actively engaged in the classroom activities and assignments but displayed little interest for the

historical content. They suggest that the students' appearance of engagement was a result of anxiety about grades, rather than any intrinsic interest. The post unit assessment revealed a lack of depth than what was expected by the researchers after seven weeks of study. They reported students as producing a factual stew where they either made loose connections and partially formed ideas, or were unable to recreate events and their contexts at all. VanSledright (1995) proposed that the students did not have a developed method of sorting through the vastness of facts that would enable them to establish an idea of the bigger picture. VanSledright concluded that the study of many details do not guarantee historical understanding. Students viewed the study of history as unconnected to their own lives, and that any value may be recognized only in adulthood. The researchers also speculated that many students don't find personal relevance in a white male dominated history. They recommend that teachers should help students create rationales for learning history, strengthen the connections to students' prior knowledge, and shift from an archival view to one that uses a thematic approach centered around student inquiry.

VanSledright (1995) suggests that 5th grade study should be more in-depth and research-oriented using similar approaches as historians. He proposes that students learn to ask questions, and to collect and compare information. Students should develop tentative hypotheses and evaluate them against available evidence. To test their hypothesis, they recommend students using evidence such as documents, audiovisual materials, and artifacts. Further, VanSledright proposes that students' lack of learning is a result of inappropriate content objectives rather than ineffective teaching practices. "Improving teaching strategies and methods- a common technical solution to perceived problems-without also rethinking the curriculum seems unlikely to produce improvements in what students come to understand about history or in their commitments for engaging it" (p. 341). VanSledright (1995) proposes using the content to answer large questions. "Instead of asking students to list, describe, recall, indentify, locate, and generally examine discrete pieces of historical data...the objectives would shift to activities such as research, inquire, hypothesize, sift, analyze, synthesize, critique, and evaluate" (VanSledright, 1995, p. 342). Students analyzing and evaluating what they are learning is "an important

goal for citizens in democracies who must make critical decisions about their futures" (p. 341). New standards should be accompanied by professional development resources or the standards will have little lasting affect reminiscent of the New Social Studies movement in 60's and 70's. He also cited that additional research was needed to assess students' historical understanding. Theoretical work to guide further research was identified as being needed, along with studies that look at minority and female perception of history.

The Case for Students only Seeing Primary Sources

Critics of *using* primary sources explain that historians undergo training that cannot be replicated in the elementary schools, and that the goal of history education should not be to produce historians. Scholars such as G. R. Elton have stated that school history should not aim to produce research scholars, but rather should encourage students to have the desire to learn about the past (as cited in Dickinson, Gard, & Lee, 1978). Instead, the critics propose to have students see primary sources in the classroom; in other words, sources are introduced in ways that illustrate the facts that historians have worked so hard to develop. It is argued that some scholars have exaggerated the idea of historical bias and that

within the history community it is possible to have objectivity. Supporters say that shared understandings and procedures such as citation of evidence, justification of interpretations, and basing new work on prior research offer verification of objectivity (Dickinson, Gard, & Lee, 1978). Wineburg (1994) supported this view when he wrote, that clues about the construction of meaning are provided in texts "but without historians to decipher these clues, the past would remain a jumbled collection of contradictory statements and accounts" (p. 111).

Dickinson, Gard, and Lee (1978) explain that a paradox exists between questions and evidence. Historians cannot collect evidence until a question has been asked, and they cannot ask questions until they have some knowledge about available evidence. They cite J.H. Hexter as recognizing that the paradox has been resolved within the community of professional historians. Since historical investigations begin within the context of professionals, there is a shared knowledge based on the work of colleagues. Tentative questions are raised against these shared standards, and the questions are modified after viewing evidence. Although historians may disagree about some things, they all agree about what types of questions are worth asking. Once the investigation is determined,

historians must decide which sources to use as evidence. Knowledge and understanding of the time period is needed to know which sources will possibly provide reliable evidence. Knowledge of the time period from which the source originated is needed before any source can be used as evidence (Dickinson, Gard, & Lee, 1978).

Historians must question the evidence. Dickinson, Gard, and Lee (1978) express that this process is not simply a checklist that another person can memorize; rather it is the development of certain attitudes and common standards that have been developed with training in the community of professional historians. They explain that to critically judge sources a person must have knowledge of the culture from which it originated.

The personal knowledge of the historian including their experiences, skills, assumptions, and prior historical knowledge contributes to their interpretation of sources. This background knowledge, or *second record* (Hexter's term) is represented in the language used and affects the readers understanding of the narrative. The absence of a second record may limit interpretation because of the lack of experience, which may cause student bias when interpreting the past. J.H Hexter stated that a historian with no knowledge of the past would undoubtedly

make errors and therefore would not be a historian (as cited in Dickinson, Gard, & Lee, 1978). This implies that students are not capable of historical inquiry because they don't have the background knowledge necessary for accurate investigations. It is argued that students with their lack of background knowledge bring more bias in the interpretation of primary sources than professional historians.

Dickinson, Gard, and Lee (1978) identified faults in the claims of using primary sources as evidence. They criticize the pedagogic claims that the concreteness of an object is actually the cause of a students' intellectual ability to analyze it appropriately. They also disapprove of the historical claim to teach students skills for inquiry rather than knowledge. They criticize the use of using primary sources *to do what historians do* as being an imprecise statement of something much more modest.

Learning to do what historians do is possible in a limited sense as long as it does not involve children becoming historians. They suggest it is possible to learn some attitudes and methods by working with source materials. The practice of using primary sources is appropriate as long as it doesn't falsify the activities of historians.

Rather than using primary sources for students to develop an *appreciation for the past* which doesn't recognize the ongoing process of history, teachers should develop an *appreciation of the discipline*. To develop this appropriate appreciation students will need some understanding of what historical evidence is and gain experience of working with it. It may be necessary for student learning to participate in activities that are not the same as the actual experiences of professional historians. This would include pre-selection of materials by teachers (Dickinson, Gard, & Lee, 1978).

The Case for Seeing and using Primary Sources Simultaneously

Hallden (1994) conducted classroom observations and pre and post interviews with students in Sweden. The observation was of a *classroom conversation*, a common method of teaching in Sweden where students are given bits of information and the teacher guides them to draw conclusions about the facts. The teacher establishes a "shared line of reasoning" and the intention is that students will adopt it. Hallden found that even though the teachers line of reasoning was clearly established, students had difficulty following it. At the end of a five-week study, 17 of 26 students' descriptions were

jejune, presenting mostly isolated facts (Hallden, 1994). In earlier research, Hallden concluded that students personify history: "they mainly seek their explanations of historical events in the actions, reactions, and intentions of individuals" (Hallden, 1994, p. 35).

Hallden (1994) by drawing off of Bruner's claim that states when students give the wrong answers they are actually answering other questions, describes the "paradox of understanding history" (Hallden, 1994). When teaching contextual information, it can't be different from students preexisting knowledge. This is a problem since the contextual information is usually the same as the learning objectives.

When students are given new information, they interpret it by contextualizing it into a pre-existing conceptual framework. For students to understand facts or concepts being taught, the context and the concepts must already have meaning for the students. Hallden (1994) recognized that students possess an alternative framework from that of the teacher's objectives. This meta-level framework guides students to form a context for interpretations, which inevitably makes some interpretations possible and others impossible. It is impossible for students to interpret facts in a context

that they don't yet possess. In order for students to understand new information they must already have a contextualized understanding of it. Hallden (1994) proposes that for students to gain meaning they must simultaneously process both the contextual framework and the facts in order for students to gain meaning.

In addition to the paradox of learning new information in history, there is a false dichotomy that exists between knowledge and skills (Purkiss, 1989). Dickinson and Lee (1978) described learning content and historical inquiry as a "misconceived and misleading" dichotomy. To understand a primary source as evidence a student must have some knowledge of the original time period. Learning to use primary sources involves students interpreting the material with supervision in the larger context of historical knowledge. They explain this may include the teacher pre-selecting materials and having very limited goals. In this process students will continually build up their *second records*, expanding their experiences by studying history. With the development of their second records, students have the potential to become more competent analyzers.

Danzer and Newman (1996) explained that the approach of using primary sources leads to human understanding. But

he cautioned that to make sense of a primary source it must be placed in a larger context. This would cause students to develop generalizations and give the facts meaning and significance. This means that primary sources should not be used alone, but in conjunction with secondary sources. Ankeney, Del Rio, Nash, and Vigilante (1996) proposes that students use primary sources to challenge the interpretation of the textbook, raise new questions, and to investigate perspectives of peoples who are not included in the textbook, or to investigate an issue that is not included in the textbook.

What are Some Suggestions Scholars have made
about the Use of Primary Sources
in the Classroom?

Dickinson, Gard, and Lee (1978) propose interconnected phases for teaching with historical materials. In the first phase, "Pictures of the past," the primary source is used as a "window" or direct access to the past. In the next phase, "Illustration," teachers introduce the source to illustrate a particular historical interpretation; the interpretation is introduced as a fact and the evidence supplements it.

The next phase, "Evidence for Particular Inferences" deals with limited assertions. It involves knowing how

something could be used as evidence. This requires knowledge of the society from where the source originates and how a historian might check the validity of the source. Relating evidence to its context and testing evidence are interdependent and learned simultaneously. Questions of reliability are developed gradually as the students have an increasing understanding of the evidence and historical knowledge.

There is no clear distinction between the phase "evidence for particular inferences" and next phase "evidence for interpretations and histories." The same procedures are used, but instead of dealing with limited assertions, more complex interpretations of evidence are used within the framework of existing historical research (Dickinson, Gard, & Lee, 1978). The goal is to move students to some level of competence in the third phase, "evidence for particular inferences."

West (1981, as cited in Willing, 1990) looked at students' abilities to describe historical pictures. West found that a majority of students were observant, but some were unable to notice some things, or described things that were actually not present in the picture. The children observed very closely; they picked out small details that would be missed by most adults. Many students

also had prior historical knowledge, mostly obtained from television. West suggests teaching students a systematic way of observing pictures which includes examining pictures from top to bottom, side to side, and corner to corner (Willing, 1990).

Gunning, Gunning, and Wilson (1981, as cited in Willing, 1990) developed a framework for observing pictures to develop the intellectual skills of interpretation, classification, extrapolation, and evaluation. Interpretation involves concentrating on what the picture communicates. In classification the student focuses on the characteristics shared. During evaluation, judgments are made and opinions are expressed. Extrapolation involves contemplating the implications (Willing 1990).

Some authors such as Holt (1990) believe that students should go beyond analysis of a primary source and use it to synthesize their own historical narratives. Children are pattern-seekers and construct their own narratives all the time. "Children try to make sense of whatever bits and pieces of history they may know (or think they know) by drawing on whatever sources may be available to them and grasping for relevance and connections" (VanSledright & Brophy, 1992, p. 851). After

being immersed in context students can create accurate story-like accounts (VanSledright & Brophy, 1992). Given that students already create narratives, educators need to create opportunities for students to create accurate ones.

How do Historians Investigate Primary Sources?

Wineburg (1994) investigated the cognitive structures that historians build as they read. Eight Historians with varied specialties were presented a series of documents and were told to "think aloud" as they read documents from the Battle of Lexington. He applied findings by Kintsch, Perring, and van Dijk on *situational models*, the "mental pictures" one creates when reading, to historical texts. This is based on the notion that remembering text is different than understanding it. Wineburg explains that to comprehend history texts, one must form situational models. "For example, primary sources that describe a battle are scarcely understandable if a reader cannot construct a representation of where the forces stood, what the battlefield looked like, and how the commander might have felt as he faced his adversary" (Wineburg, 1994, p. 88)

Wineburg (1994) creates a framework to describe the cognitive structures that historians create when they read

historical texts. The first part of the model is *representation of text* which refers to the *text base* or literal meaning of the text. The only inferences made are those needed for the coherence of the literal meaning. This has two parts: the local level which consists of the word, phrase, and sentence; and the global level which includes the sentences, paragraphs, or whole text. He describes that this representation is accompanied by "fix-it" procedures, or monitoring skills historians use to reestablish comprehension.

The second part of the model is *representation of the event* which refers to situational models or explanatory framework used by historians. This representation can be *inside the events*, which are the unseen motives, intentions, hopes, beliefs and fears, or *outside the event*, which are the aspects observable by the senses. He describes that these events, inside and outside, happen spontaneously in the minds of historians. This includes the *document as event*, which attempts to explain the nature of how the historical document was created.

Wineburg (1994) explains that documents are not viewed in isolation, but instead in a "corpus of evidence". New documents are checked against previous documents and background knowledge. "The event model grows

from document to document, incorporating new details and winnowing out less reliable ones" (p. 113). Reflecting contemporary historiography, that humans have the capacity to combine truth and falsehood, historians conduct a "line item veto", accepting some statements and not others.

By constructing these models historians have a way to make an informal judgment about the trustworthiness of the document when they encounter competing evidence.

Conflicting information is weighed, and therefore not all information is equally valued. Historians represent the event by using cues from the text and then checking it against a reader-based event model (other documents and background knowledge). Historians may also reject then refine their event model by accepting information that initially was thought to be improbable.

The last part of the model is *representation of the subtext*, which consists of the hypothesis about the worldview of the author. This includes revealing authorial intentions and determining possible bias that frame the historical text. This is based on the idea that language communicates more than just facts, and that one word can alter the underlying meaning.

This includes *text as a rhetoric artifact*, which detects the willful intention of the author. The rhetoric

artifact can be local or global and include strategies such as using connotation laden words, and the inclusion and exclusion of information to motive the reader. This also includes *text as a human artifact*, which discloses the features of the author such as perspectives, values, and attitudes about the world. The *human artifact* is broader than the detection of bias because the reader constructs images of the author as a person. Another feature is the *subtext as hypothesis*. Wineburg (1994) explained that there is not one right answer to historical questions. Historians simultaneously hold possible answers in mind and continuously change hypotheses as new information is acquired.

Wineburg (1994) cited this study as being the "psychological entry into the world of historical interpretation" (p. 127). He concluded that although the historians came from different backgrounds, there were commonalities in the way they approached historical documents. They all built textual models, which became authority over new texts. He also recognized that there was a social quality to readings, and not what is thought of as *cold cognition* (Wineburg, 1991b, as cited in Wineburg, 1994). Wineburg (1994) states that history's partial text is similar to the fragmented texts we

encounter daily. It requires an "interpretative acumen" that extends beyond the just looking for information in the text that schools focus on for reading comprehension. This model seems broad enough to generalize and describe some of what goes on with historians as they read texts.

Summary

Research seems to support the idea that primary sources are cognitively assessable to elementary school students, although more research is needed in this area. Research supports the notion that factual information and skills are so intertwined, that for acquisition to develop they must be done simultaneously. Students should not be exposed only to other's interpretations of history. At the same time, students should not be given stacks of primary sources to analyze with no regard to the previous work of historians. The logical implication is that teachers should combine the use of primary and secondary sources, using neither one with the exclusion of the other.

Since the use of secondary sources is already prevalent in the teaching of history, the need is for the integration of primary sources. Teachers need to be aware of how historians approach primary sources in order to create opportunities for student scaffolding. Although

some frameworks for methodology have been established, these need to be empirically tested. This investigation needs to be refocused by analyzing the wealth of suggestions by teachers and placing them within the framework of research reviewed in this paper. The suggestions of teachers from published works need to be analyzed to determine their consistencies with the research and to bring awareness to their discrepancies. Although many teachers' suggestions have not been peer-reviewed and lack any rationalized theoretical framework, they are based on practice and are worth investigating. From these teacher suggestions, experiments could be conducted to test specific elements already determined by practicing teachers. By grounding the investigation in teachers' current practices, the goal would be to achieve greater applicability of primary sources in the classroom.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this project is to create a teacher resource packet that teachers can use at the third through sixth grade levels to effectively implement the use of primary sources into their existing curriculum to promote historical empathy, imagination, and critical thinking. This chapter will describe the steps that were taken to ensure the usefulness of the teacher resource packet. First, I conducted a review of the literature and compiled a list of guidelines for teaching social studies with primary sources. Consistent with the guidelines, I created a four-phase model for teaching with primary sources based on the Dickinson, Gard, and Lee Model and the Wineburg model of cognitive structures. Next, I created a teacher resource packet which includes a description of the phases, reproducible student pages, and sample lesson plans. A list of questions was created in order to receive feedback, and then revised to provide better results. The questionnaires were distributed to five teachers and the data was summarized, analyzed for patterns, and used to

inform further revisions. In the rest of the chapter I will describe the details of the methodology.

Review of the Literature

I began my project by completing a review of the literature. The purpose of the review of the literature was to provide insight into the integration of primary sources in the elementary school curriculum. The first section of the review of literature looks at students' capabilities to use primary sources. The next two sections are an examination of the role that primary sources should take in the teaching of history, and suggestions for use given by various scholars. The last section identifies a framework for how historians approach primary sources. The implications of this framework were used as a model for teaching students how to conduct investigations themselves.

Using the information compiled in the review of literature I created a basic list of guidelines for teaching social studies with primary sources. Two specific guidelines describe models that have implications for use with teaching primary sources. I used a model by Dickinson, Gard, and Lee, and a model by Wineburg as the corner stone of the project.

Dickinson, Gard, and Lee (1978) propose phases for teaching with historical materials, but not recommended in isolation of each other. In the first phase, "Pictures of the past," the primary source is used as a "window" or direct access to the past. In the next phase, "Illustration," teachers introduce the source to illustrate a particular historical interpretation; the interpretation is introduced as a fact and the evidence supplements it. The next phase, "Evidence for Particular Inferences," deals with limited assertions. It involves knowing how something could be used as evidence. This requires knowledge of the society from where the source originates and how a historian might check the validity of the source. There is no clear distinction between the next phase, "Evidence for interpretations and histories," and the last phase. The same procedures are used, but instead of dealing with limited assertions, more complex interpretations of evidence are used within the framework of existing historical research (Dickinson, Gard, & Lee, 1978).

Wineburg (1994) created a framework to describe the cognitive structures that historians create when they read historical texts. The first part of the model is *representation of text* which refers to the *text base* or

literal meaning of the text. The only inferences made are those needed for the coherence of the literal meaning. The second part of the model is *representation of the event* which refers to situational models or explanatory framework used by historians. This representation can include motives, intentions, or aspects observable by the senses. The last part of the model is *representation of the subtext*, which consists of the hypothesis about the worldview of the author. This includes revealing authorial intentions and determining possible biases that frame the historical text.

Teacher Resource Packet

Next, using the Dickinson and Lee Model combined with Wineburg's model of cognitive structures, I reorganized the guidelines to fit into four distinct phases of instruction. These phases include Pictures of the Past, Understanding the Literal Meaning, Understanding the Event, and Understanding the Subtext. I created a definition of each phase and added questions that I considered to be distinctive of each category.

Consistent with the guidelines, I developed a teacher Resource Packet which includes a description of the

phases, reproducible student pages, and sample lesson plans.

I created classroom resources reflective of each phase. I used the questions I developed to create graphic organizers and question sheets that could be reproduced and used by students in each phase. The background information that was created for the guidelines was reformatted and printed as a description of phases for instruction. For the sample lesson plans, I tried to include a variety of media and represent various historical events. I conducted online searches for primary sources and developed sample lesson plans for each phase. For a local history lesson, I took photographs in town. At this point, I created a list of internet resources for an annotated bibliography.

Teacher Resource Packet Questionnaire

Next, I created a list of questions that I wanted to ask other professionals in order to get constructive feedback. I met with my advisor and was given suggestions for improving the project. We revised the questions that I asked readers. The Teacher Resource Packet Questionnaire assesses the quality and usefulness of the Teacher Resource Packet.

After revising the corrections to the questions and adding an introductory page to provide an overview of the materials, I photocopied the packet and distributed the packets to five readers to confirm the usefulness of the materials.

Five fourth through sixth grade teachers in the Riverside and San Bernardino counties were selected to participate by examining the Teacher Resources Packet and providing feedback on six free-response items. The teachers selected teach social studies 90 to 300 minutes a week and have five to fourteen years of teaching experience. Teacher one is a fourth grade teacher with eleven years of teaching experience, has a background in history. The second teacher has a fourth and fifth grade combination class and has been teaching for eleven years. Teacher two is always trying new teaching methods to increase students' creativity and develop critical thinking skills. Teacher three is a fifth grade teacher that has been teaching for five years. Teacher three is a very compassionate teacher who is always trying to motivate students that are reluctant to learn. Teacher four teaches sixth grade English-Language Arts and History in a middle school setting. Teacher four tries to create meaningful experiences for students with each lesson so

that they will truly learn the content being taught. The fifth teacher has a sixth grade class in an elementary school setting. Teacher five has been teaching for fourteen years, has a background in history, and is well respected by students and teachers on campus. No informed consent was needed to contribute to this project because it was conducted in an accepted educational setting and involved normal educational practices.

The feedback was then analyzed for patterns. First, I read the questionnaires while taking notes and summarized the teachers' responses. I took note of similar responses among each individual, and responses that had consistencies with more than one teacher.

The feedback obtained from the questionnaire identified further necessary revisions. Each suggestion identified by readers was acknowledged and assessed. All revisions made involved adding clarification to the introduction of the teacher resource packet.

CHAPTER FOUR

RESULTS

Introduction

This chapter reports the results of implementing the steps of the methodology. First, I conducted a review of the literature and compiled a list of guidelines for teaching social studies with primary sources. Consistent with the guidelines, I created a four-phase model for teaching with primary sources based on the Dickinson, Gard, and Lee Model and the Wineburg model of cognitive structures. Next, I created a teacher resource packet which includes a description of the phases, reproducible student pages, and sample lesson plans. A list of questions was created in order to receive feedback, and then revised to provide better results. The questionnaires were distributed to five teachers and the data was summarized, analyzed for patterns, and used to inform further revisions. In the rest of this chapter I will discuss the results of implementing this methodology.

Guidelines for Using Primary Sources

As stated in Chapter three, I conducted a review of the literature to provide insight into the integration of primary sources in the elementary school curriculum. The

first section looks at students' capabilities to use primary sources. The next two sections are an examination of the role that primary sources should take in the teaching of history, and suggestions for use given by various scholars. The last section identifies a framework for how historians approach primary sources.

Using the information compiled in the review of literature I created a list of twenty guidelines for teaching social studies with primary sources.

1. To make learning social studies more meaningful, teachers need to strengthen connections to students' prior knowledge, and help students create rationales for learning history.
2. The teacher should minimize student bias by helping students develop background knowledge that affects the understanding of the narrative. This means primary sources should be used in conjunction with secondary sources and pre-selected by the teacher.
3. The teacher should use approaches such as drama, historical novels, and imaginative writing when teaching history.
4. Teachers should have students write historical narratives in which they fill in the missing

gaps for continuity of historical texts, imagine the thoughts of another person, and use creativeness of language when writing the historical narrative.

5. Teachers should use a thematic approach centered around inquiry, rather than an approach based on an archival view of history.
6. To gain meaning of history, students must simultaneously process both the contextual framework and the facts.
7. Students must create mental pictures while reading historical texts in order to comprehend the texts.
8. Students should use higher level thinking skills when studying history, which include: research, inquire, hypothesize, sift, analyze, synthesize, critique, and evaluate.
9. Teachers should use content to answer large questions in history such as "How do we know?"
10. Teachers should help students to learn to ask questions, collect, and compare information.
11. Teachers should give students the opportunity to analyze sources and create their own interpretations.

12. Teachers should encourage students to question validity and make historical judgments.
13. Students should test hypotheses with evidence such as documents, audiovisual materials, and artifacts.
14. Teachers should use primary sources to challenge interpretation of textbook, raise new questions, investigate perspectives of peoples who are not included in the textbook, or investigate an issue not in the textbook.
15. Teachers should help students understand why gaps exist in the documentary record of oppressed persons. Use case studies to demonstrate examples of lost records in history.
16. Teachers should promote empathy to guide students from egocentric thinking to more social concern. Historical empathy requires understanding others' motives and having historical knowledge.
17. Students should go beyond analysis to synthesize their own historical narratives.
18. The Dickinson, Gard, and Lee Model (1978) include four phases for teaching social studies. In the first phase, "Pictures of the past," the

primary source is used as a "window" to see facts in history. In the next phase, "Illustration," teachers introduce the source to illustrate a particular historical interpretation; the interpretation is introduced as a fact and the evidence supplements it. In the next phase, "Evidence for Particular Inferences" the source is related to content and evidence is tested. The last phase, "Evidence for Interpretations and Histories," involves more complex interpretations.

19. When having students observe pictures, teach students a systematic way of examining pictures from top to bottom, side to side, and corner to corner. Students should practice interpretation by concentrating on what the picture communicates. Students should practice classification by focusing on characteristics shared. Students should practice evaluation by expressing judgments and opinions. Students should think about the implications.
20. To help students to develop the cognitive structures of historians:

- a. Students should create an understanding of the text by awareness of the literal meaning of the text (i.e., word, phrase, sentence, sentences, paragraphs, whole text). Students should use monitoring skills while they read.
- b. Students should create an understanding of the event. This includes unseen motives, intentions, hopes, beliefs, and fears of historical agents and what would be observable by the senses. Students should try to explain how the historical document was created. New documents should be checked against previous documents and background knowledge. Students should practice a "line item veto" where they accent some statements as true and not others.
- c. Students should create an understanding of the subtext and make a hypothesis of the world view of an author to determine intentions and possible bias. Students should analyze the willful intention of the author (connotation-laden words,

inclusion/exclusion of information.) Students should try to understand authors' perspectives, values, and attitudes about the world. Students should understand that historical questions have more than one answer. Students should make a hypothesis, but always refine their event model based on available evidence. The complete list of guidelines is also attached in appendix A.

Teacher Resource Packet

Consistent with these developed guidelines, I developed a Teacher Resource Packet which includes an introduction to teachers, a description of the phases, reproducible student pages, and sample lesson plans. The introduction to teachers described the purpose of the Teacher Resource Packet, an overview of the resources, and the intention of their use.

Included in the Teacher Resource Packet is also an overview of the four phases of teaching with primary sources. The four phases include Pictures of the Past, Understanding the Literal Meaning, Understanding the Event, and Understanding the Subtext.

During the phase "Pictures of the Past", primary sources are used as a window to see history. This is routinely practiced by simply introducing a source (e.g. showing a picture, playing a song). Primary sources are selected by the teacher and there is no student interpretation done at this phase.

In the second phase, "Understanding the Literal Meaning", the source is used to illustrate a particular interpretation which is introduced as a fact. Primary sources are selected by the teacher to illustrate a specific fact that is being studied in history. Students may make inferences but ultimately the teacher communicates the facts that are to be learned. If the primary source is written text, the main concern is that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use monitoring skills.

The third phase, "Understanding the Event" relates the source to context and tests evidence. If the primary source is written text, the teacher needs to begin by insuring that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use

monitoring skills. Beyond basic comprehension in this phase, students create an understanding of the event.

Phase four "Understanding the Subtext" involves more complex interpretations to help students understand the subtext of the source. This includes students analyzing author credibility and intent, and making hypotheses based on historical events.

In addition to the overview of the four phases, the Teacher Resource packet included a sample lesson plan for each phase. For phase one "Pictures of the Past", I included a lesson titled "Martin Luther King, Jr. and Me" in this lesson students listen to the "I Have a Dream" speech while completing a book comparing their life to Dr. Martin Luther King, Jr. For phase two, "Understanding the Event" the sample lesson focuses on local history and has students compare and contrast two time periods by examining photos. For phase three, "Understanding the Context" students record sensory details as they listen to the original 1938 broadcast of Orson Welles' "War of the Worlds". For phase four, "Understanding the Subtext" students read a written primary source on Native Americans and Smallpox and answer guide questions for analyzing author credibility and intent. The plans also include a written component in which students construct their own

historical narratives by writing a newspaper article or journal entry from the studied time period.

The Teacher Resource Packet includes student pages that can be reproduced to use with any primary source. Phase one "Pictures of the Past" does not include any student pages since primary sources are simply being introduced to students without any interpretation. Phase two "Understanding the Literal Meaning" contains graphic organizers to compare and contrast sources, connect prior knowledge, help students organize new facts, and a system for carefully examining visual media. Phase three "Understanding the Event" includes graphic organizers to imagine an event using the five senses, understand the source creators' thought processes, and compare and contrast a new source with previous knowledge. Phase four, "Understanding the Subtext" includes guided question sheets to analyze author credibility and help students make their own hypotheses about a historical event. Since each of these phases builds on the previous one, the pages from different phases were intended to be used simultaneously to help scaffold skills for historical thought. For example, in phase four, since students must understand the literal meaning of a source and the context

to understand the subtext, students should use resource pages from phase two, three, and four at this phase.

The last component of the Teacher Resource packet includes an annotated resource page to assist teachers in locating primary sources. Seven extensive internet sites are listed which include a variety of media from various periods in history. I have attached the original Teacher Resource Packet in appendix B.

Teacher Resource Packet Questionnaire

Next, I created a list of seven questions that I wanted to ask readers in order to get constructive feedback. First, are the materials accessible to your students for the phase(s) you would use in your classroom? If not, why? Second, are the materials useful, and if not why? Third, do you feel confident in using the resources, and if not why? Fourth, would you use these resources in your classroom, and if not, why? Fifth, what do you feel are the strengths of this resources? Sixth, do you have any suggestions for improving these materials? Seventh, How easy are the materials to use?

I met with my advisor and was given suggestions for improving the project. An introductory page was added to the Teacher Resource Packet. Also, minor editing was done

to the questionnaire in order to solicit more constructive answers. We revised the questions that I asked readers. The final questions for the questionnaire consist of six free response questions. First, are the types of materials I suggest in this resource packet, materials that will increase your student's understanding? Second, are the types of materials I suggest in this resource packet, materials that you would be willing to use, and why or why not? Third, with the Teacher Resource Packet, would you feel confident in developing lessons using primary sources, and why or why not? Fourth, would you use these resources to develop your own lessons using primary sources, and why or why not? Fifth, what do you feel are the strengths of this resource? Last, do you have any suggestions for improving these materials?

The Teacher Resource Packet and Questionnaire was distributed them to five readers to confirm the quality and usefulness of the materials. After completion of the Teacher Resource Questionnaire, the results for each of the six free response questions were recorded. The teacher's responses to the questions are in appendix C.

Are the Types of Materials I Suggest in this Resource Packet, Materials that will Increase Your Student's Understanding?

All teachers responded to this question with yes. The first teacher explained that using primary sources and comparisons of historical pictures is a good idea. The third teacher added that the materials provide a way to check for student understanding, students are actively taking notes, it promotes cooperative learning, and encourages students to discuss with each other their understandings and opinions.

Are the Types of Materials I Suggest in this Resource Packet, Materials that you Would be Willing to use, and Why or Why Not?

All teachers responded to the question with yes. The first teacher explained that he will use the Venn Diagrams and selectively use question pages. The second teacher described details about specific pages she plans to use.

She likes 'Understanding the Literal Meaning: Paintings/Photographs' "guides the students to carefully examine ALL parts of the piece." She also describes that she would like to incorporate descriptive writing with phase three when students use the senses. Another strength the second teacher describes is how phase four teaches students to critically analyze sources by comparing it with previous knowledge. She describes this as "critical

in teaching students to accurately interpret information they encounter." The third teacher related this question with the previous one and would be willing to use the materials because of the various ways it increases student understanding. The fourth teacher stated that she would use the packet because it can be easily adjusted to meet students' needs. The fifth teacher added that he would be willing to use the resource packet because there are ideas that promote all learning modalities.

With the Teacher Resource Packet, would you Feel Confident in Developing Lessons using Primary Sources, and Why or Why Not?

All teachers responded yes to this question. Teacher one stated that it is always good to use primary sources, but stressed the necessity to put the event in historical context. Teacher two felt confident developing lessons with the guidance of this packet. Teacher three described how the graphic organizers would make lesson planning with primary sources easy, but cautioned that the materials would be used "if time allowed". The fourth teacher felt confident in developing lessons because the graphic organizers are generic enough to use with the resources that she already has available, but specific enough to elicit meaningful responses from students.

Would you Use these Resources to Develop your Own Lessons using Primary Sources? Why or Why Not?

All teachers responded yes to this question. Teacher one stated that he would use images such as maps or photos to help students visualize the changes that occur to areas over time. He also would use understanding the literal meaning resources where students interpret facts. Teacher two was inspired by the resource packet, already thinking of ways to implement these materials with her present curriculum. She gave a specific example of using the painting and photographs analysis sheet to help students examine the paintings "The Midnight Ride of Paul Revere" and "Washington Crosses the Delaware". Teacher three stated that once the reproducible pages were completed by students, it would lead to meaningful discussions about history and encourage reluctant students. Teacher four stated that the Teacher Resource Packet is a place for her to start when creating her own lessons. Teacher five added that he would develop lessons with the materials if it was relevant to the subject matter that he was teaching.

What do you Feel are the Strengths of this Resource?

The strengths listed by teacher one were that the sources help student visualize events, and give students the opportunity to discuss and interpret an event for

themselves. Teacher two stated that the materials were easy to use and promote critical thinking of students. Teacher three commented that the graphic organizers are a strength because it is something that a teacher does not have to create themselves. Teacher four mentioned that the graphic organizers can be used with her school district's current social studies curriculum and that there are specific examples to illustrate each of the phases. The fifth teacher added that the strength of this resource is that it addresses all learning modalities.

Do you Have Any Suggestions for Improving these Materials?

Teachers two, three, and five answered with no or gave no response. Teacher one suggested using old film reels as a primary source to help students visualize events. Teacher four suggested providing a rubric and sample students' responses to show whether students' work is above standards, at standards, or below standards.

Results of the Teacher Resource
Packet Questionnaire

After recording the teachers' feedback, the following patterns were recognized: Teachers felt that the materials suggested in the Teacher Resource Packet were materials that would increase their students' understanding.

Teachers would be willing to use the materials in the Teacher Resource Packet. Teachers would feel confident in developing lessons using primary sources. Teachers would use the resources in the packet to develop their own lessons using primary sources.

Teachers listed specific reproducible student pages that they would immediately find useful with their existing curriculum. The packet creates resource pages that promote critical thinking, address different modalities, and help students visualize changes that happen in history. The questions elicit meaningful responses from students, and may lead to meaningful discussions about history and encourage reluctant students.

Teachers described their confidence and willingness to create their own lessons because the graphic organizers in the packet can be easily reproduced and would save time on lesson planning. The resources are generic enough to use with any school district's current social studies curriculum, and are a starting place for creating lessons that integrate primary sources into the curriculum. The materials can also be easily adjusted to meet different students' needs.

Based on the feedback from the five teachers I drew the following implications for revisions to the packet: First, add a paragraph to the introduction describing the intention of this packet to help facilitate historical understanding, not to be an evaluative assessment. Second, add a separate paragraph to the introduction of the packet describing the need for a balanced approach to teaching social studies using a combination of primary and secondary sources.

One teacher stated that he would only be willing to develop lessons using primary sources if it was relevant to the subject matter that he was teaching, which further emphasizes that the materials are intended to be integrated into a teacher's existing curriculum.

Another constraint mentioned by a teacher is the limited instructional time allocated for teaching social studies. The goal of this project is to provide a resource for easily integrating primary sources targeted to teachers currently teaching social studies. Finding time to teach social studies in the current educational climate is beyond the scope of this project.

A suggestion made by another teacher is the ability use old film reels as a primary source to help students visualize events. This contradicts the comments that other

teachers made about how generic the graphic organizers are and how useful they can be with a variety of materials. The introduction in the Teacher Resource packet already mentions that these materials can be used in conjunction with any source.

The next teacher suggested providing a rubric and sample students' responses to show whether students' work is above standards, at standards, or below standards. In the current educational setting there is a strong pressure to show that students are meeting specific grade level standards. The resources in this packet are meant to be a scaffolding device to help increase student's interpretative skills and knowledge of historical events. The resources in this packet are meant to help facilitate historical understanding, not to be an evaluative assessment. Primary sources are one part of teaching social studies. The other part involves using secondary sources to provide a historical context. The assessment used by the teacher to measure student's understanding will differ according to grade level. Historical narratives are one effective way to measure a student's complete understanding of an event. This may be assessed using a district approved narrative writing rubric for the specific grade level. A paragraph was added to the

introduction of the teacher resource packet which addressed assessment concerns.

One teacher mentioned that he would only be confident in using primary sources when the event is put in historical context. In order to address this concern, a paragraph was added to the introduction of the teacher resource packet which describes the importance of using primary and secondary sources to create a balanced social studies curriculum.

Attached is the revised Teacher Resource Packet. (Appendix D) with details added to the introduction to address teacher concerns. Concerns addressed in the introduction were the use of these materials as a scaffolding device, and the importance of balancing primary sources with secondary materials.

CHAPTER FIVE

CONCLUSION

The purpose of this project was to create a teacher resource packet that teachers can use at the third through sixth grade levels to effectively implement the use of primary sources into their existing curriculum to promote greater historical understanding, imagination, empathy, and critical thinking.

The methodology consisted of conducting a review of the literature and compiling a list of guidelines for teaching social studies with primary sources. Consistent with the guidelines, this project combines two models for teaching with primary sources: the Dickinson, Gard, and Lee model (1978) for teaching with primary sources based on educational practices and the Wineburg model (1994) of cognitive structures which provides insight to how historians approach primary sources. Using this data, four phases of instruction with primary sources were identified: Pictures of the Past, Understanding the Literal Meaning, Understanding the Event, and Understanding the Subtext. Each phase increases with difficulty and provides opportunities for student scaffolding.

A teacher resource packet was created which includes a description of the phases, reproducible student pages, and sample lesson plans. A list of questions was created in order to receive feedback, on the Teacher Resource Packet and then the packet was revised to provide better results. The questionnaires were distributed to five teachers and the data was summarized, analyzed for patterns, and used to inform further revisions.

Teachers felt the materials would increase student understanding of history, and stated that they would use the materials to develop their own lessons using primary sources. Teachers listed specific reproducible student pages that they would immediately find useful with their existing curriculum. Teachers cited the packet as promoting critical thinking, addressing different modalities, and helping students visualize changes that happen in history. Teachers described their confidence and willingness to create their own lessons because the graphic organizers in the packet can be easily reproduced and would save time on lesson planning. The resources are generic enough to use with any school district's current social studies curriculum, and are a starting place for creating lessons that integrate primary sources into the

curriculum. The materials can also be easily adjusted to meet different students' needs.

Based on the feedback, the following implications for revisions to the packet were identified: First, a paragraph was added to the introduction describing the intention of this packet to help facilitate historical understanding, not to be an evaluative assessment. Second, a separate paragraph was added to the introduction of the packet describing the need for a balanced approach to teaching social studies using a combination of primary and secondary sources.

This project is significant to the field of teaching social studies. There is a wealth of suggestions made by teachers and researches on the topic of integrating primary sources, but none that integrate the existing models into one usable resource. This project combined the Dickinson, Gard, and Lee model for teaching with primary sources based on educational practices and the Wineburg model of cognitive structures which applies how historians approach primary sources. Articles were reviewed with various viewpoints and the consistencies were emphasized to represent a balanced approach to teaching social studies.

This project is intended to change teacher behaviors of teaching using an archival view of history to one that applies critical thinking and promotes in-depth student understanding of historical events. One major constraint for social studies teachers is time for lesson planning. As stated in chapter four, a strength of this project is that the Teacher Resource Packet contains student pages which can be easily reproduced. Teachers described their confidence and willingness to create their own lessons because the graphic organizers would save time on lesson planning.

Although this project is consistent with the available literature, like any project, the Teacher Resource Packet can be further revised as more research is compiled. The use of a minimal amount of resources is a limitation of this project. This project combined literature that could reasonably be compiled for the scope of this project. There is a wealth of resources on the topic of using primary sources that can further inform the effectiveness of teaching social studies with primary sources.

Research supports the idea that primary sources are cognitively accessible to elementary school students. Factual information and skills are so intertwined, that

for acquisition to develop, the two must be done simultaneously. Teachers should combine the use of primary and secondary sources, using neither one with the exclusion of the other. Since the use of secondary sources is already prevalent in the teaching of history, the primary need is for methods to effectively integrate primary sources.

Although some frameworks for methodology have been established, these need to be empirically tested. This project attempted to analyze suggestions made by researchers and teachers about how primary sources should be integrated. By integrating the consistencies mentioned in published works about effective teaching practices in social studies the benefits may include greater historical understanding, imagination, empathy, and critical thinking skills.

Although many teachers' suggestions have not been peer-reviewed and lack any rationalized theoretical framework, they are based on practice and are worth investigating. Building on this project and other research in the field, experiments should be conducted to test specific elements already determined by practicing teachers. By grounding the investigation in teachers' current practices, the goal would be to achieve greater

applicability of primary sources in the classroom. The more useful the primary source materials become to teachers, the greater chance that teacher behaviors of teaching using an archival view of history will transform to one that applies critical thinking and promotes in-depth student understanding of historical events.

APPENDIX A
GUIDELINES FOR TEACHING HISTORY
WITH PRIMARY SOURCES

Guidelines for using teaching history with primary sources

1. To make learning social studies more meaningful, teachers need to strengthen connections to students' prior knowledge, and help students create rationales for learning history.
2. The teacher should minimize student bias by helping students develop background knowledge that affects the understanding of the narrative. This means primary sources should be used in conjunction with secondary sources and pre-selected by the teacher.
3. The teacher should use approaches such as drama, historical novels, and imaginative writing when teaching history.
4. Teachers should have students write historical narratives in which they fill in the missing gaps for continuity of historical texts, imagine the thoughts of another person, and use creativeness of language when writing the historical narrative.
5. Teachers should use a thematic approach centered around inquiry, rather than an approach based on an archival view of history.
6. To gain meaning of history, students must simultaneously process both the contextual framework and the facts.
7. Students must create mental pictures while reading historical texts in order to comprehend the texts.
8. Students should use higher level thinking skills when studying history, which include: research, inquire, hypothesize, sift, analyze, synthesize, critique, and evaluate.
9. Teachers should use content to answer large questions in history such as "How do we know?"
10. Teachers should help students to learn to ask questions, collect, and compare information.
11. Teachers should give students the opportunity to analyze sources and create their own interpretations.
12. Teachers should encourage students to question validity and make historical judgments.
13. Students should test hypotheses with evidence such as documents, audiovisual materials, and artifacts.

14. Teachers should use primary sources to challenge interpretation of textbook, raise new questions, investigate perspectives of peoples who are not included in the textbook, or investigate an issue not in the textbook.
15. Teachers should help students understand why gaps exist in the documentary record of oppressed persons. Use case studies to demonstrate examples of lost records in history.
16. Teachers should promote empathy to guide students from egocentric thinking to more social concern. Historical empathy requires understanding others' motives and having historical knowledge.
17. Students should go beyond analysis to synthesize their own historical narratives.
18. The Dickinson, Gard, and Lee Model (1978) include four phases for teaching social studies. In the first phase, "Pictures of the past," the primary source is used as a "window" to see facts in history. In the next phase, "Illustration," teachers introduce the source to illustrate a particular historical interpretation; the interpretation is introduced as a fact and the evidence supplements it. In the next phase, "Evidence for Particular Inferences" the source is related to content and evidence is tested. The last phase, "Evidence for Interpretations and Histories," involves more complex interpretations.
19. When having students observe pictures, teach students a systematic way of examining pictures from top to bottom, side to side, and corner to corner. Students should practice interpretation by concentrating on what the picture communicates. Students should practice classification by focusing on characteristics shared. Students should practice evaluation by expressing judgments and opinions. Students should think about the implications.
20. To help students to develop the cognitive structures of historians:
 - a. Students should create an understanding of the text by awareness of the literal meaning of the text (i.e., word, phrase, sentence, sentences, paragraphs, whole text). Students should use monitoring skills while they read.
 - b. Students should create an understanding of the event. This includes unseen motives, intentions, hopes, beliefs, and fears of historical agents and what would be observable by the senses. Students should try to explain how the historical document was created. New documents should be checked against previous documents and background knowledge. Students should practice a "line item veto" where they accent some statements as true and not others.

- c. Students should create an understanding of the subtext and make a hypothesis of the world view of an author to determine intentions and possible bias. Students should analyze the willful intention of the author (connotation-laden words, inclusion/exclusion of information.) Students should try to understand authors' perspectives, values, and attitudes about the world. Students should understand that historical questions have more than one answer. Students should make a hypothesis, but always refine their event model based on available evidence.

APPENDIX B
TEACHER RESOURCE PACKET ORIGINAL COPY

Introduction to Teachers

The purpose of this packet is to provide you with materials to integrate primary sources into your existing curriculum. The next two pages provide a description of four phases for teaching with primary sources. These phases increase with difficulty and are based on the framework that historians use to approach primary sources.

For each phase there is a sample lesson plan and student worksheets that are representative of the phase. The student worksheets can be reproduced and used in conjunction with any teacher-selected source. The worksheets are meant to practice a specific skill, and are general enough to be used with a variety of sources and topics. Furthermore, each phase is dependent on the last. This means if students are in phase four, worksheets from phase two and three may still be useful for your instruction.

Lastly, I provide an annotated list of websites to find primary sources for your curriculum. Many times you may find appropriate primary sources in your social studies textbook. Other times, you may wish to seek out other sources. This list is intended to provide you with access to additional sources and make your search more time efficient.

The Four Phases of Teaching with Primary Sources

Phase 1: Pictures of the Past

During this phase primary sources are used as a window to see history. This is routinely practiced by simply introducing a source (e.g. showing a picture, playing a song). Primary sources are selected by the teacher and there is no student interpretation done at this phase. Since there is no student interpretation, no student resource pages are needed for this phase.

Phase 2: Understanding the Literal Meaning

In this phase the source is used to illustrate a particular interpretation which is introduced as a fact. An example might be a letter explaining the social structure of a society and its effect on the individual. Primary sources are selected by the teacher to illustrate a specific fact that is being studying in history. Students may make inferences but ultimately the teacher communicates the facts that are to be learned. If the primary source is written text, the main concern is that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use monitoring skills. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives.

Phase 3: Understanding the Event

This phase relates the source to context and tests evidence. If the primary source is written text, the teacher needs to begin by insuring that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use monitoring skills. Beyond basic comprehension in this phase, students create an understanding of the event. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives.

Phase 3: Understanding the Event (continued)

The resource pages are reflective of this phase to help students gain an understanding of the event. Since students must understand the literal meaning of a source to understand the event, resources from phase two may also be used in phase three.

Useful Questions in this phase may also include:

- What did you notice first when viewing the source?
- What impressions did you form?
- What significance does this item have?
- Is it an important source?
- How could this source be used?
- What kind of condition is the source in?
- Who created the source and why? Was it created through a spur-of-the-moment act, a routine, or a thoughtful, deliberate process?
- What do you know about the people's lives (in the photo or document) based on the photo?

Phase 4: Understanding the Subtext

This phase involves more complex interpretations to help students understand the subtext of the source. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives. The questions included on the source pages are reflective of those that should be asked to help students understand the subtext of an event. Since students must understand the literal meaning of a source and the context to understand the subtext, students should use resource pages from phase two, three, and four at this phase.

Sample Lesson Plan

Phase 1: Pictures of the Past

Title: Martin Luther King, Jr and Me.

Objective: Students will learn about the life of Martin Luther King. They will complete a book comparing their life to MLK's while listening to the famous speech "I have a dream".

Materials:

1. Martin Luther King, Jr.'s Speech, "I have a dream". It is available at <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm> Download the speech by right-clicking on "Audio mp3 of Address" and then selecting "Save target as". You can rename the file and save it in a location you will remember. The audio can be played from the computer or burned to a CD so that it can be played in any CD player.
2. "Martin Luther King, Jr. and Me. A Journal of Pictures and Words" from http://www.readwritethink.org/lesson_images/lesson257/mlk_journal.pdf
3. A model of a finished book "Martin Luther King, Jr. and Me".
4. Coloring media such as crayons.
5. CD player or computer to play "I have a Dream" speech.
6. Secondary Source information about Martin Luther King

Procedures:

1. Introduce the story of Martin Luther King using secondary sources such as a school textbook or basal reader.
2. Follow-up with typical comprehension questions or a discussion to ensure all students understood what was read.
3. Explain to students that we learn about history, not just to understand the past, but to make changes for the future. Explain that Martin Luther King, Jr. is a model for standing up for what is right in a peaceful manner. Explain that today they will be creating a book where they will compare themselves to Martin Luther King. Show students the model book that you made comparing yourself to Martin Luther King, Jr.
4. Pass out copies of "Martin Luther King, Jr. and Me A Journal of Pictures and Words". Together have students fill in the blank lines about themselves. Provide teacher prompting to ensure that students understand each writing prompt. After the writing is complete have students begin to illustrate each page to correspond with what they wrote.
5. Once all students are beginning to illustrate pictures, Explain that they are going to be hearing Martin Luther King, Jr.'s famous speech, "I have a dream" Students are to continue to color pictures as they listen to the speech.
6. As closure, review what you learned about Martin Luther King, Jr. and have students share their books with partners.

Assessment: "Martin Luther King, Jr. and Me" student-created books

Sample Lesson Plan
Phase 2: Understanding the Literal Meaning

Title: Riverside Then and Now

Objective: Students will learn about the history of Riverside with primary and secondary sources. They will compare and contrast photos of Riverside in 1900 and present. Students will write a newspaper article about what they learned.

Materials:

1. Copies of a photos of Riverside in the early 1900s.
2. Copies of photo of Riverside in 2006 from the same locations.
3. Compare and Contrast Two Sources worksheets from this resource packet. One copy per student for each pair of photos being compared.
4. Background information about the city of Riverside. This may be obtained from Riverside Public Library, Local History Resource Center. An interesting video available through the Riverside Public Library is Roadtrip with Huell Howser Episode #111 Riverside.

Procedures:

1. Provide background information about the city the Riverside. This can be done various ways including reading, teacher-created powerpoint, video, etc.
2. Show students photo pair #1 "Victoria Avenue". Using student input, complete the compare-contrast worksheet.
3. Give students photo pair #2 "Magnolia Avenue" and another compare-contrast worksheet to complete with partners.
4. After adequate time is given, review charts with students and have students add any important details that were left out.
5. In pairs, have students write a newspaper article to inform other people about the history of Riverside. Remind students that it should include information from the secondary sources, and the photos that they looked at.
6. As closure, review the major facts about Riverside history and have students present their newspaper articles to others in the class.

Assessment: Compare and Contrast Worksheet, Student-created newspaper article

Riverside Now and Then
Photo Pair #1
Victoria Avenue



Photographer Unknown (1916). "View of Victoria Avenue from Country Club Park." California Citrus Heritage Recording Project. Retrieved October 14, 2006, from <http://memory.loc.gov>



Victoria Country Club, Riverside CA. Taken by Michelle Nelson, 2006.

Riverside Now and Then
Photo Pair #2
Magnolia Avenue



“View of Magnolia Avenue with Electric Street Car.” California Citrus Heritage Recording Project. Retrieved October 14, 2006, from <http://memory.loc.gov>



Magnolia and Madison. Taken by Michelle Nelson, 2006.

Name _____

Date _____

Understanding the Literal Meaning: Connecting to prior knowledge

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

K What do you already know?	W What do you want to find out?	L What did you learn from the primary source?

Name _____

Date _____

Understanding the Literal Meaning: Historical Documents

Primary Source _____

Author _____

Date of document _____

Where the document was created _____

After reading the historical document list 10 facts that you learned.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____

Date _____

Understanding the Literal Meaning: Paintings/Photographs

Primary Source _____

Artist (or creator) _____

Date of picture _____

Where the picture was created _____

1. What is the first thing you notice when you look at the picture?

2. What is happening in the picture?

3. Look at the picture from top to bottom. List what you see.

4. Look at the picture from side to side. What else do you see?

5. Look at the picture from corner to corner. What else do you see?

6. What new information did you learn from the primary source?

Name _____

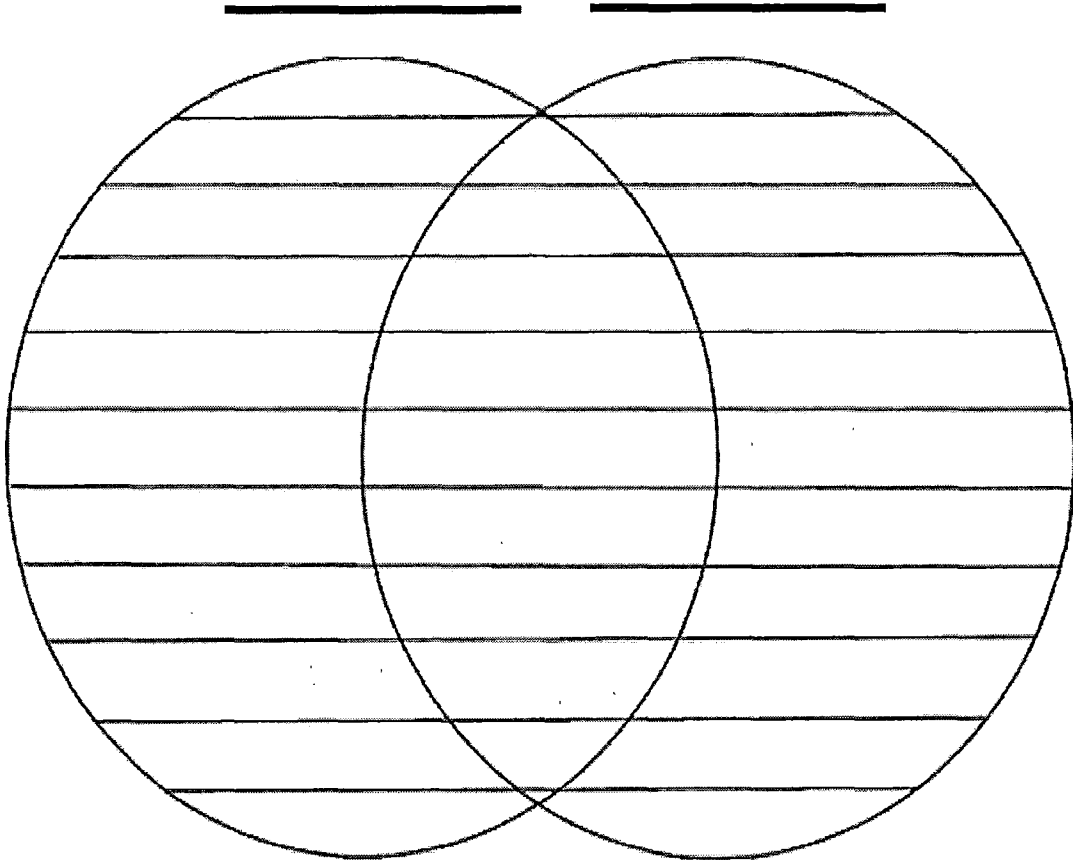
Date _____

Understanding the Literal Meaning: Compare and Contrast Two Sources

Primary Source #1 _____

Primary Source #2 _____

Use the chart below to compare and contrast the two primary sources.



Sample Lesson Plan
Phase 3: Understanding the Event

Title: War of the Worlds

Objective: Students will record sensory details as they listen to the original broadcast of “War of the Worlds”. Students will write a journal entry as a child alive in 1938.

Materials:

1. Orson Welles’ recording of “War of the Worlds” from the Mercury Theatre On the Air Radio Show. It is available at <http://www.mercurytheatre.info/> Download the recording by right-clicking on “MP3” under the bullet “The War of the Worlds” and then select “Save target as”. You can rename the file and save it in a location you will remember. The audio can be played from the computer or burned to a CD so that it can be played in any CD player.
2. “Using the senses” chart available in this resource packet. One copy is needed for each student.
3. CD player or computer to play the “War of the Worlds” recording.
4. Secondary source about social context of 1938 and this recording. This may include a textbook or basal reader. Background information is also available at [http://en.wikipedia.org/wiki/The_War_of_the_Worlds_\(radio\)](http://en.wikipedia.org/wiki/The_War_of_the_Worlds_(radio))

Procedures:

1. Introduce background information on the original recording and the social context of 1938.
2. Provide a copy of “Using the Senses” chart to each student. Explain to students that they will be listening to the original recording and they are to imagine that they are a person alive during 1938 listening to it on the radio at home. Explain that as they listen, they are to record what they would observe using their sense of sight, sound, smell, taste, and touch. Review the five senses and check to make sure all students understand how to fill in the chart.
3. Play the recording of “War of the Worlds”. Students will be completing charts as they listen.
4. Review some of the sensory details that they recorded on their charts.
5. Have students write a journal entry as a child alive in 1938 who just finished listening to the radioshow.
6. As closure, review important details learned from the secondary and primary sources. Have students share their journal entries with others in the class.

Assessment: Using the Senses Chart, Student-created journal entries

Name _____

Date _____

Understanding the Event: Imagining with the Senses

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

Imagine you were alive and present during the time described in the primary source. Describe what you would observe with your senses. What would you...

See?	Hear?	Taste?	Touch?	Smell?

Name _____

Date _____

Understanding the Event: Compare and Contrast

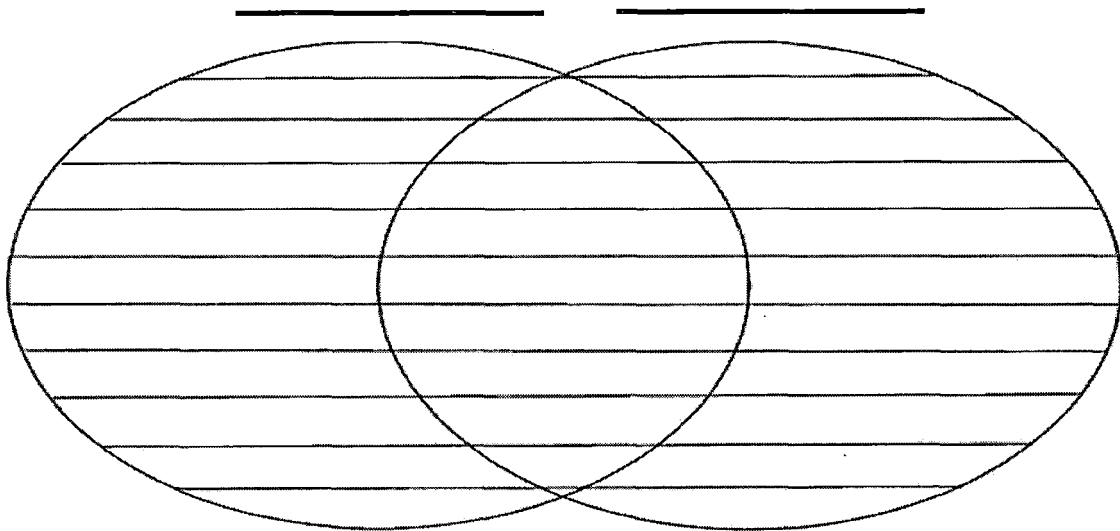
Primary Source _____

Author (or creator) _____

Date of Source _____

Where the source was created _____

Use the chart below to compare and contrast your previous knowledge of the subject with what was portrayed in the primary source.



Is there any contradictory information? Explain.

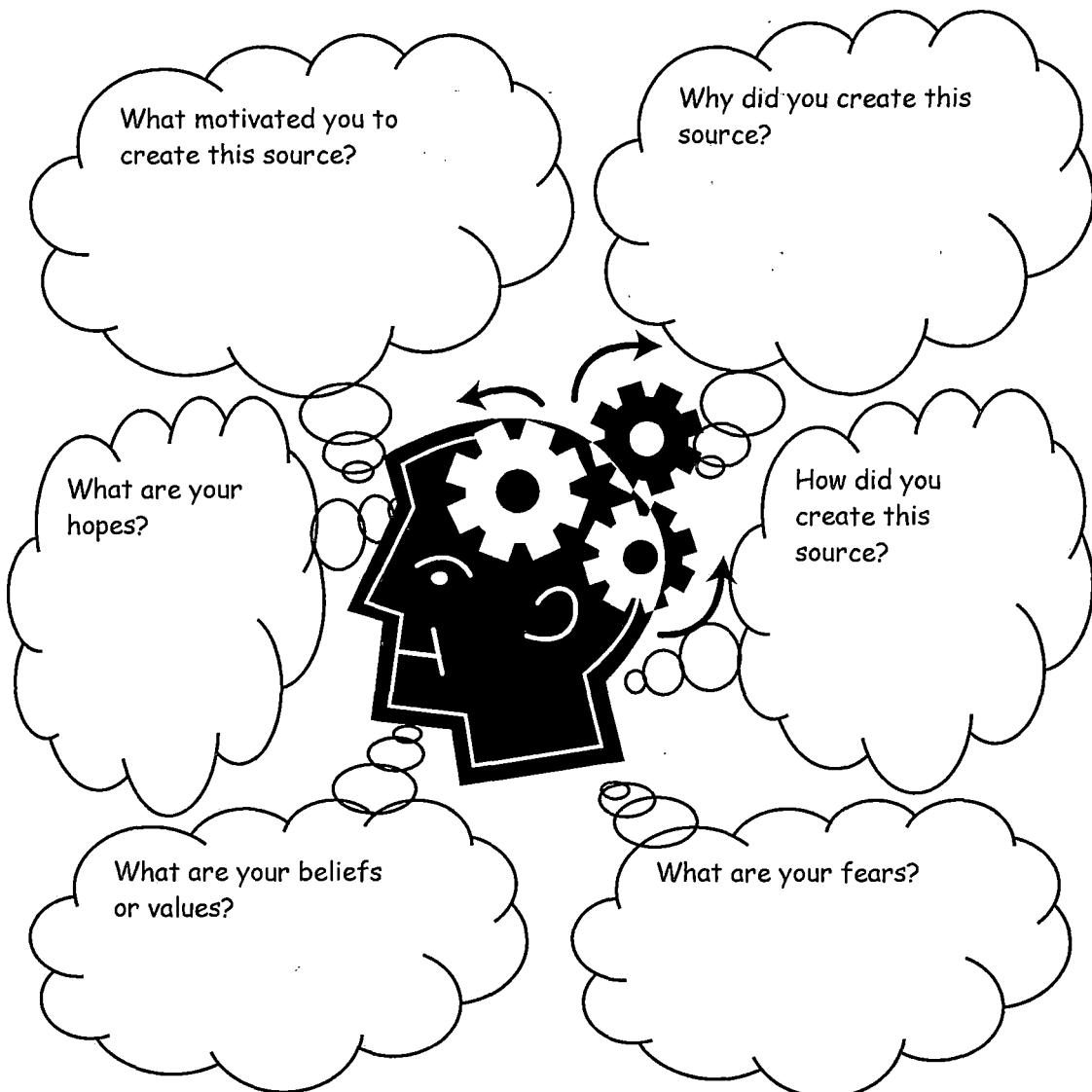
Based on what you know what facts do you think are true?

Name _____

Date _____

Understanding the Event: Author/Artists Thoughts

Imagine yourself as the author/artist of the primary source. With your mind in theirs answer the following questions.



Sample Lesson Plan
Phase 4: Understanding the Subtext

Title: Native Americans and Smallpox

Objective: Students will learn about Native American population decrease with primary and secondary sources. They will analyze author credibility and intent. Students will write a newspaper article about what they learned.

Materials:

1. Primary source “Modern History Sourcebook: Smallpox, Indians, and Blankets”.
One copy for each student.
2. One copy for each student of “Analyzing Author Credibility and Intent” from this resource packet.
3. Secondary source about Native Americans and diseases that lead to a decrease in Native American populations.

Procedure:

1. Provide students with background information about Native Americans and diseases using a secondary source such as a social studies textbook.
2. Follow-up with typical comprehension questions or a discussion to ensure all students understood what was read.
3. Provide students with a copy of the primary source document “Modern History Sourcebook: Smallpox, Indians, and Blankets.”
4. Have the students read the document and check for student comprehension by asking typical discussion questions.
5. Review the “Analyzing Author Credibility and Intent” questions with students. Have students complete the worksheet in pairs.
6. Once students are given adequate time, review answers with the class and have students add any additional information they may have overlooked.
7. In pairs, have students complete write a newspaper article to inform others about what they learned.
8. As closure, review important details learned from primary and secondary sources and have students share their articles with other students in the class.

Assessment: Analyzing Author Credibility and Intent Worksheet, Student-created newspaper articles.

[Back to Modern History SourceBook](#)

Modern History Sourcebook: Smallpox, Indians, and Blankets

From an Internet post by Mary Ritchie (ritchie@cs.uwp.edu) Fri, 2 Jul 1993. She addressed the question of whether Smallpox was really spread by blankets to American Indians

This reference [for the story of American Indians and deliberate smallpox spreading] is from *American Indian Holocaust and Survival: A Population History Since 1492*, by Russell Thornton, 1987 (Norman: U. of Oklahoma Pr.) pp.78-79

It is also during the eighteenth century that we find written reports of American Indians being intentionally exposed to smallpox by Europeans. In 1763 in Pennsylvania, Sir Jeffrey Amherst, commander of the British forces....wrote in the postscript of a letter to Bouquet the suggestion that smallpox be sent among the disaffected tribes. Bouquet replied, also in a postscript,

"I will try to inoculate the[m]...with some blankets that may fall into their hands, and take care not get the disease myself."

...To Bouquet's postscript, Amherst replied,

"You will do well as to try to inoculate the Indians by means of blankets as well as to try every other method that can serve to extirpate this exorable race."

On June 24, Captain Ecuier, of the Royal Americans, noted in his journal:

"Out of our regard for them (i.e. two Indian chiefs) we gave them two blankets and a handkerchief out of the smallpox hospital. I hope it will have the desired effect."

(quoted from Stearn, E. and Stearn, A. "Smallpox Immunization of the Amerindian.", *Bulletin of the History of Medicine* 13:601-13.)

Thornton goes on to report that smallpox spread to the tribes along the Ohio river.

This text is part of the [Internet Modern History Sourcebook](#). The Sourcebook is a collection of public domain and copy-permitted texts for introductory level classes in modern European and World history.

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(c)Paul Halsall Aug 1997
halsall@murray.fordham.edu

<http://www.fordham.edu/halsall/mod/smallpox1.html>

10/14/2006

Name _____

Date _____

Understanding the Subtext: Analyzing Author Credibility and Intent

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

1. Why was this source created? Was it for personal use, or one or more individuals, or for a large audience? Was the source meant to be public or private? _____

2. Was the recorder a neutral party, or have opinions and interests that may have influenced what was recorded? _____

3. Was the author trying to inform or persuade others? Are there any words that have a positive or negative connotation to persuade the audience? What are they? _____

4. Does the author include or exclude certain information to persuade the audience? _____

5. Did the author have reasons for being honest or dishonest? _____

6. Did the author have firsthand knowledge of the event? Or, did the author report what others saw and heard? _____

7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large was the lapse of time? _____

Name _____

Date _____

Understanding the Subtext: Making Hypotheses

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

Historical questions have more than one answer but you should always make a hypothesis based on what you currently know about the subject. Considering everything you know about the author, is there anything that you think may not be true?

Considering everything you know about the subject, what information do you think is factual?

Resources for Primary Sources:

<http://www.smithsoniansource.org/>

The Smithsonian Center for Education and Museum Studies has searches for primary sources by keyword, type, and historical topic. They also have lesson plans and streaming videos for six major topics including: Civil rights, Colonial America, Invention, Native American History, Transportation, and Westward Expansion.

<http://memory.loc.gov/>

The Library of Congress has an extensive amount of primary sources included on the American Memory website. You can search the archives, browse by topic, or visit the teacher section for lesson plans with primary sources.

<http://www.fordham.edu/halsall/>

The Internet History Sourcebooks project includes primary sources from Ancient, Medieval, and Modern History. Most sources are documents but there are some multimedia sources. Sources are organized by eras in the history of the civilization.

<http://www.digitalhistory.uh.edu/>

The Digital History website allows you to search or browse documents by era. The teacher's section includes lesson plans, resource guides, and learning modules for teaching history. Resource guides, aorganized by the period in U.S. history, include readings, primary sources, teaching resources, and audio & visual resources for each topic.

<http://www.archives.gov/education/lessons/index.html>

The U.S. National Archives and Records Administration website includes primary source documents and lesson plans for U.S. history by era. You can also browse the online exhibits of various primary source documents.

<http://www.americanrhetoric.com>

The American Rhetoric is an online speech bank with over 5,000 public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events. Speeches are available in full text, audio, and streaming video.

<http://www.yahoo.com>

Search Yahoo by typing in keywords for the sound recording you are trying to find and ".mp3" to locate free downloadable sound recordings. Click on Yahoo sounds and type in your keyword for recordings you can download for a fee.

APPENDIX C
TEACHER RESOURCE PACKET QUESTIONNAIRE
TEACHER RESPONSES

Teacher 1

Teacher Resource Packet Questionnaire

Name _____
Grade Level 4
Number of Years Teaching 11
Time spent teaching social studies (per week) 225 minutes

Please answer the following questions based on your knowledge of teaching and learning.

1) Are the types of materials I suggest in this resource packet, materials that:

a) will increase your students' understanding? *Yes, I think the comparisons using historical pictures is a great idea. Using primary sources is another good idea.*

b) you would be willing to use? Why or why not?
I use the Venn Diagrams. I would selectively use the question pages - like the paintings/photographs page.

2) With the Teacher Resource Packet, would you feel confident in developing lessons using primary sources? Why or why not?

Yes, but I would make sure that I put the event in a proper historical context, especially if it's controversial - (Civil Rights Movement) but it's always good to use primary sources.

4) Would you use these resources to develop your own lessons using primary sources?

Why or why not? *Yes - photos/maps are visual, and always good to visualize changes in areas because of history. I also like the understanding the literal meaning or interpretation of facts.*

5) What do you feel are the strengths of this resource?

The sources you use to help visualize events. The opportunity to discuss the real meaning or intent of what was written or said. Allows students to make up their own minds about events.

6) Do you have any suggestions for improving these materials?

Perhaps - you might try using old films/newsreel clips - or to help students better visualize important events. Otherwise I really like your organization.

Teacher 2

Teacher Resource Packet Questionnaire

Name _____

Grade Level 5

Number of Years Teaching 5

Time spent teaching social studies (per week) 120 minutes

Please answer the following questions based on your knowledge of teaching and learning.

1) Are the types of materials I suggest in this resource packet, materials that:

a) will increase your students' understanding?

Same as (b)

b) you would be willing to use? Why or why not?

Yes. (1) Forces students to take notes. (2) checking for understanding built in. (3) excellent for group work. (4) encourages students to discuss with each other individually opinions/understanding

2) With the Teacher Resource Packet, would you feel confident in developing lessons

using primary sources? Why or why not? Yes.

If time allowed this would be a lot of fun. It's great when you get to teach something without saying "Open textbook to page..." These organizers would make it easy.

4) Would you use these resources to develop your own lessons using primary sources?

Why or why not? Yes. The organizers, once completed would lead to great discussions about history. This may be a way to pull in reluctant students. (those who say they don't like social studies)

5) What do you feel are the strengths of this resource?

Great graphic organizers that we don't have to create ourselves.

6) Do you have any suggestions for improving these materials?

Teacher 3

Grade Level: 4/5

Number of years teaching: 11

Time spent teaching Social Studies per week: 90 minutes

- 1) a) Yes, the materials in the packet will increase student understanding.
b) I would definitely be willing to use them.

*I like how "Understanding the Literal Meaning: Paintings/Photographs" guides the students to carefully examine ALL parts of the piece.

*I also like how phase three weaves in using the senses. It would be great to link some descriptive writing with it.

*I like how students compare previous knowledge to a primary source as well as author credibility and intent. This is critical in teaching students to accurately interpret information they encounter.

- 2) Yes, especially with this packet as a guide!

4) Yes, I would feel confident in developing lessons using primary sources based on this packet. In fact, I already began to think of how I could use these with my present curriculum. When teaching the American Revolution, I use paintings such as "The Midnight Ride of Paul Revere" and "Washington Crosses the Delaware". The Paintings/Photographs worksheet would be very useful in guiding students to accurately analyze these paintings.

- 5) I think the worksheets and graphic organizers are easy to use while fostering critical thinking.

Teacher 4

Subject MA Q's

1. a) yes b) yes it looks user friendly and it looks like I could adjust it to meet my student's needs
2. yes you have forms that are generic enough to use with many resources, yet specific enough to elicit deeper response from the students
4. yes your packet gives me a starting point that I can easily adapt
5. you have given specific examples to illustrate to the user the differences and goals of the three levels also, you created forms that can be used with primary sources provided with my SS adoption
6. it might be nice to have sample student responses that are graded on a rubric to show Above Standards/ Standards/Below Standards work (also provide the rubric :))

Teacher 5

Teacher Resource Packet Questionnaire

Name _____

Grade Level 6

Number of Years Teaching 14

Time spent teaching social studies (per week) 300 minutes

Please answer the following questions based on your knowledge of teaching and learning.

- 1) Are the types of materials I suggest in this resource packet, materials that:
a) will increase your students' understanding?

Yes

- b) you would be willing to use? Why or why not?

There are ideas that enhance all learning modalities

- 2) With the Teacher Resource Packet, would you feel confident in developing lessons using primary sources? Why or why not?

Yes

- 4) Would you use these resources to develop your own lessons using primary sources? Why or why not?

If they were relevant to my subject material

- 5) What do you feel are the strengths of this resource?

All modalities addressed!

- 6) Do you have any suggestions for improving these materials?

No!

APPENDIX D
TEACHER RESOURCE PACKET REVISED COPY

Introduction to Teachers

Research supports the idea that primary sources are cognitively accessible to elementary school students. Factual information and skills are so intertwined, that for acquisition to develop, the two must be done simultaneously. Teachers should combine the use of primary and secondary sources, using neither one with the exclusion of the other. Since the use of secondary sources is already prevalent in the teaching of history, the need is for the integration of primary sources.

The resources in this packet are meant to be a scaffolding device to help increase student's interpretative skills and knowledge of historical events. The assessment used by the teacher to measure student's understanding will differ according to grade level. Research suggests that having students write historical narratives is an effective way to accurately measure historical understanding. The sample lessons provide writing prompts that may inspire you to create more of your own. Students' constructions of historical narratives may be assessed using a district-approved writing rubric or rubrics created at a grade-level that assesses a shared vision at your grade level.

The purpose of this packet is to provide you with materials to integrate primary sources into your existing curriculum. The next two pages provide a description of four phases for teaching with primary sources. These phases increase with difficulty and are based on the framework that historians use to approach primary sources.

For each phase there is a sample lesson plan and student worksheets that are representative of the phase. The student worksheets can be reproduced and used in

conjunction with any teacher-selected source. The worksheets are meant to practice a specific skill, and are general enough to be used with a variety of sources and topics. Furthermore, each phase is dependent on the last. This means if students are in phase four, worksheets from phase two and three may still be useful for your instruction.

Lastly, I provide an annotated list of websites to find primary sources for your curriculum. Many times you may find appropriate primary sources in your social studies textbook. Other times, you may wish to seek out other sources. This list is intended to provide you with access to additional sources and make your search more time efficient.

The Four Phases of Teaching with Primary Sources

Phase 1: Pictures of the Past

During this phase primary sources are used as a window to see history. This is routinely practiced by simply introducing a source (e.g. showing a picture, playing a song). Primary sources are selected by the teacher and there is no student interpretation done at this phase. Since there is no student interpretation, no student resource pages are needed for this phase.

Phase 2: Understanding the Literal Meaning

In this phase the source is used to illustrate a particular interpretation which is introduced as a fact. An example might be a letter explaining the social structure of a society and its effect on the individual. Primary sources are selected by the teacher to illustrate a specific fact that is being studied in history. Students may make inferences but ultimately the teacher communicates the facts that are to be learned. If the primary source is written text, the main concern is that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use monitoring skills. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives.

Phase 3: Understanding the Event

This phase relates the source to context and tests evidence. If the primary source is written text, the teacher needs to begin by insuring that students understand the literal meaning of the text. At this level students are practicing basic comprehension skills and should be encouraged to use monitoring skills. Beyond basic comprehension in this phase, students create an understanding of the event. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives.

Phase 3: Understanding the Event (continued)

The resource pages are reflective of this phase to help students gain an understanding of the event. Since students must understand the literal meaning of a source to understand the event, resources from phase two may also be used in phase three.

Useful Questions in this phase may also include:

- What did you notice first when viewing the source?
- What impressions did you form?
- What significance does this item have?
- Is it an important source?
- How could this source be used?
- What kind of condition is the source in?
- Who created the source and why? Was it created through a spur-of-the-moment act, a routine, or a thoughtful, deliberate process?
- What do you know about the people's lives (in the photo or document) based on the photo?

Phase 4: Understanding the Subtext

This phase involves more complex interpretations to help students understand the subtext of the source. The teacher should provide background information using secondary and tertiary sources and provide opportunities for students to write their own historical narratives. The questions included on the source pages are reflective of those that should be asked to help students understand the subtext of an event. Since students must understand the literal meaning of a source and the context to understand the subtext, students should use resource pages from phase two, three, and four at this phase.

Sample Lesson Plan

Phase 1: Pictures of the Past

Title: Martin Luther King, Jr and Me.

Objective: Students will learn about the life of Martin Luther King. They will complete a book comparing their life to MLK's while listening to the famous speech "I have a dream".

Materials:

1. Martin Luther King, Jr.'s Speech, "I have a dream". It is available at <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm> Download the speech by right-clicking on "Audio mp3 of Address" and then selecting "Save target as". You can rename the file and save it in a location you will remember. The audio can be played from the computer or burned to a CD so that it can be played in any CD player.
2. "Martin Luther King, Jr. and Me. A Journal of Pictures and Words" from http://www.readwritethink.org/lesson_images/lesson257/mlk_journal.pdf
3. A model of a finished book "Martin Luther King, Jr. and Me".
4. Coloring media such as crayons.
5. CD player or computer to play "I have a Dream" speech.
6. Secondary Source information about Martin Luther King

Procedures:

1. Introduce the story of Martin Luther King using secondary sources such as a school textbook or basal reader.
2. Follow-up with typical comprehension questions or a discussion to ensure all students understood what was read.
3. Explain to students that we learn about history, not just to understand the past, but to make changes for the future. Explain that Martin Luther King, Jr. is a model for standing up for what is right in a peaceful manner. Explain that today they will be creating a book where they will compare themselves to Martin Luther King. Show students the model book that you made comparing yourself to Martin Luther King, Jr.
4. Pass out copies of "Martin Luther King, Jr. and Me A Journal of Pictures and Words". Together have students fill in the blank lines about themselves. Provide teacher prompting to ensure that students understand each writing prompt. After the writing is complete have students begin to illustrate each page to correspond with what they wrote.
5. Once all students are beginning to illustrate pictures, Explain that they are going to be hearing Martin Luther King, Jr.'s famous speech, "I have a dream" Students are to continue to color pictures as they listen to the speech.
6. As closure, review what you learned about Martin Luther King, Jr. and have students share their books with partners.

Assessment: "Martin Luther King, Jr. and Me" student-created books

Sample Lesson Plan
Phase 2: Understanding the Literal Meaning

Title: Riverside Then and Now

Objective: Students will learn about the history of Riverside with primary and secondary sources. They will compare and contrast photos of Riverside in 1900 and present. Students will write a newspaper article about what they learned.

Materials:

1. Copies of a photos of Riverside in the early 1900s.
2. Copies of photo of Riverside in 2006 from the same locations.
3. Compare and Contrast Two Sources worksheets from this resource packet. One copy per student for each pair of photos being compared.
4. Background information about the city of Riverside. This may be obtained from Riverside Public Library, Local History Resource Center. An interesting video available through the Riverside Public Library is [Roadtrip with Huell Howser Episode #111 Riverside.](#)

Procedures:

1. Provide background information about the city the Riverside. This can be done various ways including reading, teacher-created powerpoint, video, etc.
2. Show students photo pair #1 "Victoria Avenue". Using student input, complete the compare-contrast worksheet.
3. Give students photo pair #2 "Magnolia Avenue" and another compare-contrast worksheet to complete with partners.
4. After adequate time is given, review charts with students and have students add any important details that were left out.
5. In pairs, have students write a newspaper article to inform other people about the history of Riverside. Remind students that it should include information from the secondary sources, and the photos that they looked at.
6. As closure, review the major facts about Riverside history and have students present their newspaper articles to others in the class.

Assessment: Compare and Contrast Worksheet, Student-created newspaper article

Riverside Now and Then
Photo Pair #1
Victoria Avenue

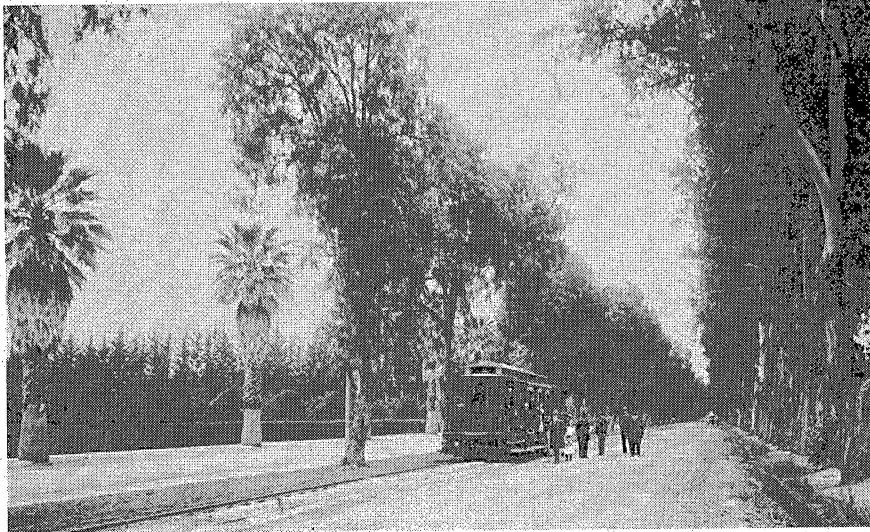


Photographer Unknown (1916). "View of Victoria Avenue from Country Club Park."
California Citrus Heritage Recording Project. Retrieved October 14, 2006, from
<http://memory.loc.gov>



Victoria Country Club, Riverside CA. Taken by Michelle Nelson, 2006.

**Riverside Now and Then
Photo Pair #2
Magnolia Avenue**



“View of Magnolia Avenue with Electric Street Car.” California Citrus Heritage Recording Project. Retrieved October 14, 2006, from <http://memory.loc.gov>



Magnolia and Madison. Taken by Michelle Nelson, 2006.

Name _____

Date _____

Understanding the Literal Meaning: Connecting to prior knowledge

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

K What do you already know?	W What do you want to find out?	L What did you learn from the primary source?

Name _____
Date _____

Understanding the Literal Meaning: Historical Documents

Primary Source _____
Author _____
Date of document _____
Where the document was created _____

After reading the historical document list 10 facts that you learned.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name _____

Date _____

Understanding the Literal Meaning: Paintings/Photographs

Primary Source _____

Artist (or creator) _____

Date of picture _____

Where the picture was created _____

1. What is the first thing you notice when you look at the picture?

2. What is happening in the picture?

3. Look at the picture from top to bottom. List what you see.

4. Look at the picture from side to side. What else do you see?

5. Look at the picture from corner to corner. What else do you see?

6. What new information did you learn from the primary source?

Name _____

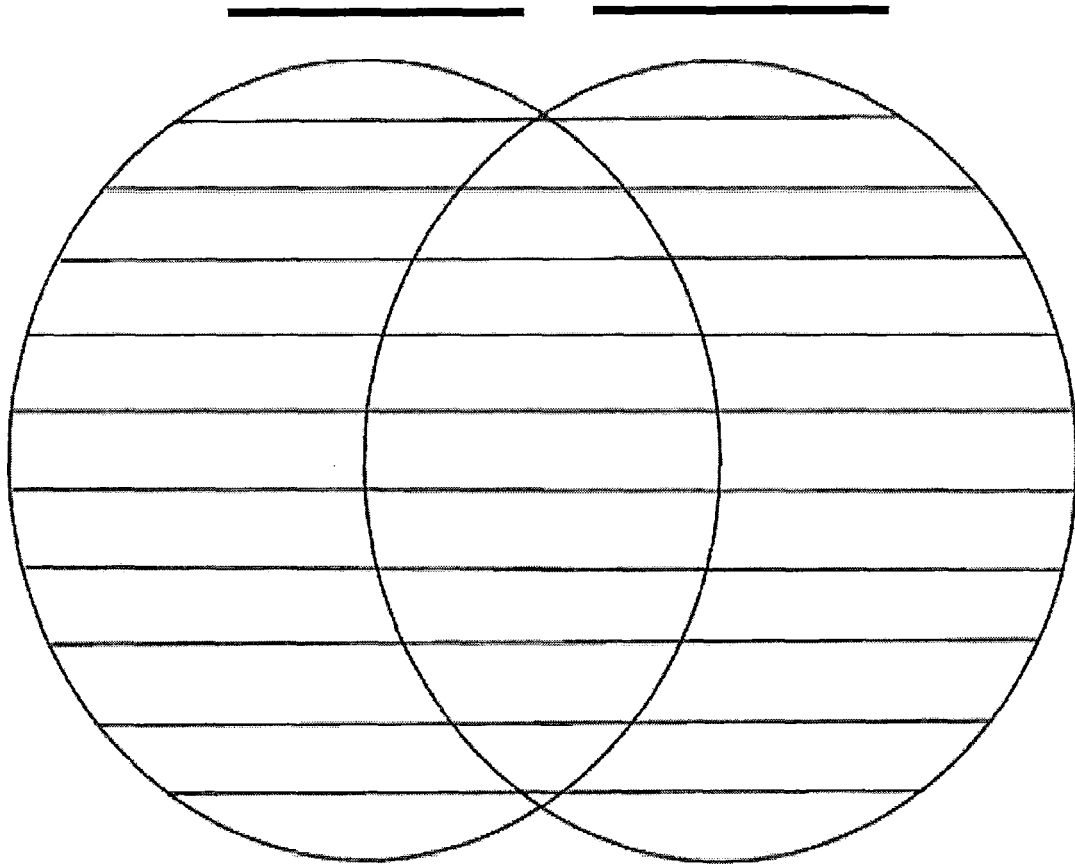
Date _____

Understanding the Literal Meaning: Compare and Contrast Two Sources

Primary Source #1 _____

Primary Source #2 _____

Use the chart below to compare and contrast the two primary sources.



Sample Lesson Plan
Phase 3: Understanding the Event

Title: War of the Worlds

Objective: Students will record sensory details as they listen to the original broadcast of “War of the Worlds”. Students will write a journal entry as a child alive in 1938.

Materials:

1. Orson Welles’ recording of “War of the Worlds” from the Mercury Theatre On the Air Radio Show. It is available at <http://www.mercurytheatre.info/>
Download the recording by right-clicking on “MP3” under the bullet “The War of the Worlds” and then select “Save target as”. You can rename the file and save it in a location you will remember. The audio can be played from the computer or burned to a CD so that it can be played in any CD player.
2. “Using the senses” chart available in this resource packet. One copy is needed for each student.
3. CD player or computer to play the “War of the Worlds” recording.
4. Secondary source about social context of 1938 and this recording. This may include a textbook or basal reader. Background information is also available at [http://en.wikipedia.org/wiki/The_War_of_the_Worlds_\(radio\)](http://en.wikipedia.org/wiki/The_War_of_the_Worlds_(radio))

Procedures:

1. Introduce background information on the original recording and the social context of 1938.
2. Provide a copy of “Using the Senses” chart to each student. Explain to students that they will be listening to the original recording and they are to imagine that they are a person alive during 1938 listening to it on the radio at home. Explain that as they listen, they are to record what they would observe using their sense of sight, sound, smell, taste, and touch. Review the five senses and check to make sure all students understand how to fill in the chart.
3. Play the recording of “War of the Worlds”. Students will be completing charts as they listen.
4. Review some of the sensory details that they recorded on their charts.
5. Have students write a journal entry as a child alive in 1938 who just finished listening to the radioshow.
6. As closure, review important details learned from the secondary and primary sources. Have students share their journal entries with others in the class.

Assessment: Using the Senses Chart, Student-created journal entries

Name _____

Date _____

Understanding the Event: Imagining with the Senses

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

Imagine you were alive and present during the time described in the primary source. Describe what you would observe with your senses. What would you...

See?	Hear?	Taste?	Touch?	Smell?

Name _____

Date _____

Understanding the Event: Compare and Contrast

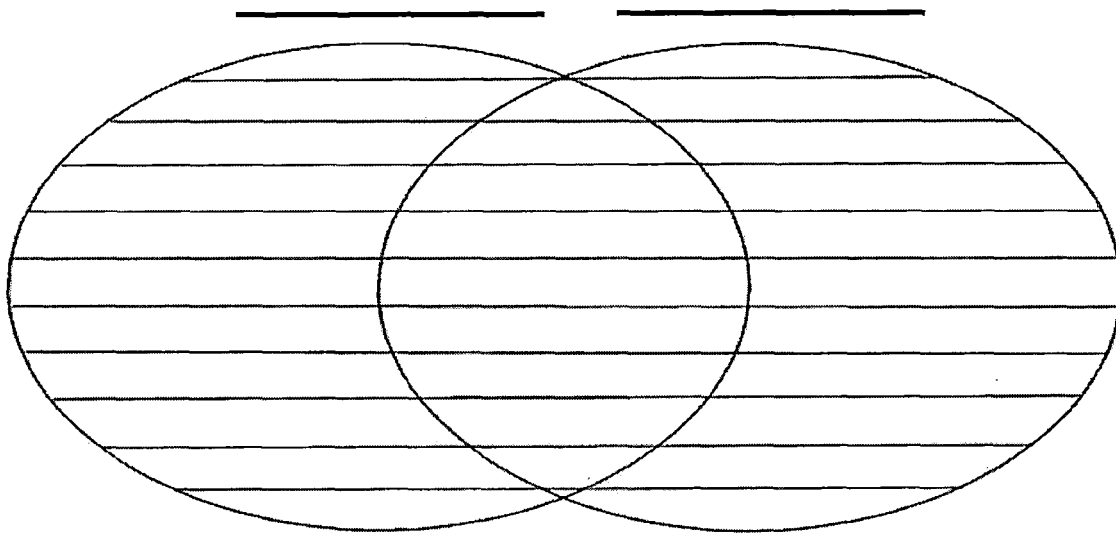
Primary Source _____

Author (or creator) _____

Date of Source _____

Where the source was created _____

Use the chart below to compare and contrast your previous knowledge of the subject with what was portrayed in the primary source.



Is there any contradictory information? Explain.

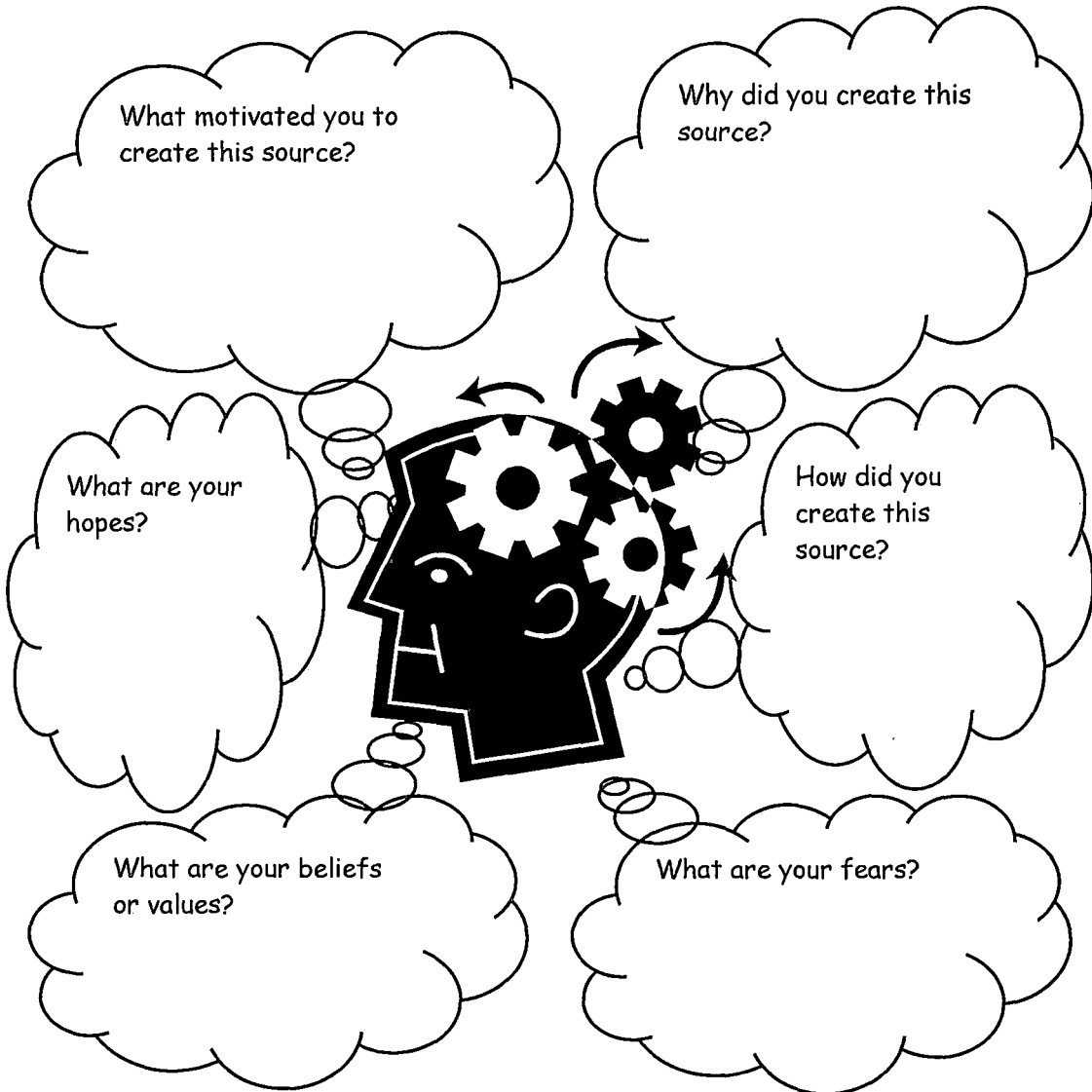
Based on what you know what facts do you think are true?

Name _____

Date _____

Understanding the Event: Author/Artists Thoughts

Imagine yourself as the author/artist of the primary source. With your mind in theirs answer the following questions.



Sample Lesson Plan
Phase 4: Understanding the Subtext

Title: Native Americans and Smallpox

Objective: Students will learn about Native American population decrease with primary and secondary sources. They will analyze author credibility and intent. Students will write a newspaper article about what they learned.

Materials:

1. Primary source “Modern History Sourcebook: Smallpox, Indians, and Blankets”. One copy for each student.
2. One copy for each student of “Analyzing Author Credibility and Intent” from this resource packet.
3. Secondary source about Native Americans and diseases that lead to a decrease in Native American populations.

Procedure:

1. Provide students with background information about Native Americans and diseases using a secondary source such as a social studies textbook.
2. Follow-up with typical comprehension questions or a discussion to ensure all students understood what was read.
3. Provide students with a copy of the primary source document “Modern History Sourcebook: Smallpox, Indians, and Blankets.”
4. Have the students read the document and check for student comprehension by asking typical discussion questions.
5. Review the “Analyzing Author Credibility and Intent” questions with students. Have students complete the worksheet in pairs.
6. Once students are given adequate time, review answers with the class and have students add any additional information they may have overlooked.
7. In pairs, have students complete write a newspaper article to inform others about what they learned.
8. As closure, review important details learned from primary and secondary sources and have students share their articles with other students in the class.

Assessment: Analyzing Author Credibility and Intent Worksheet, Student-created newspaper articles.

[Back to Modern History SourceBook](#)

Modern History Sourcebook: Smallpox, Indians, and Blankets

From an Internet post by Mary Ritchie (ritchie@cs.uwp.edu) Fri, 2 Jul 1993. She addressed the question of whether Smallpox was really spread by blankets to American Indians

This reference [for the story of American Indians and deliberate smallpox spreading]is from *American Indian Holocaust and Survival: A Population History Since 1492*, by Russell Thornton, 1987 (Norman: U. of Oklahoma Pr.) pp.78-79

It is also during the eighteenth century that we find written reports of American Indians being intentionally exposed to smallpox by Europeans. In 1763 in Pennsylvania, Sir Jeffrey Amherst, commander of the British forces...wrote in the postscript of a letter to Bouquet the suggestion that smallpox be sent among the disaffected tribes. Bouquet replied, also in a postscript,

"I will try to inoculate the[m]...with some blankets that may fall into their hands, and take care not get the disease myself."

....To Bouquet's postscript, Amherst replied,

"You will do well as to try to inoculate the Indians by means of blankets as well as to try every other method that can serve to extirpate this exorable race."

On June 24, Captain Ecuver, of the Royal Americans, noted in his journal:

"Out of our regard for them (i.e. two Indian chiefs) we gave them two blankets and a handkerchief out of the smallpox hospital. I hope it will have the desired effect."

(quoted from Stearn, E. and Stearn, A. "Smallpox Immunization of the Amerindian.", *Bulletin of the History of Medicine* 13:601-13.)

Thornton goes on to report that smallpox spread to the tribes along the Ohio river.

This text is part of the [Internet Modern History Sourcebook](#). The Sourcebook is a collection of public domain and copy-permitted texts for introductory level classes in modern European and World history.

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halsall@murray.fordham.edu

Name _____

Date _____

Understanding the Subtext: Analyzing Author Credibility and Intent

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

1. Why was this source created? Was it for personal use, or one or more individuals, or for a large audience? Was the source meant to be public or private? _____

2. Was the recorder a neutral party, or have opinions and interests that may have influenced what was recorded? _____

3. Was the author trying to inform or persuade others? Are there any words that have a positive or negative connotation to persuade the audience? What are they? _____

4. Does the author include or exclude certain information to persuade the audience? _____

5. Did the author have reasons for being honest or dishonest? _____

6. Did the author have firsthand knowledge of the event? Or, did the author report what others saw and heard? _____

7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large was the lapse of time? _____

Name _____

Date _____

Understanding the Subtext: Making Hypotheses

Primary Source _____

Author (or creator) _____

Date of the Source _____

Where the source was created _____

Historical questions have more than one answer but you should always make a hypothesis based on what you currently know about the subject. Considering everything you know about the author, is there anything that you think may not be true?

Considering everything you know about the subject, what information do you think is factual?

Resources for Primary Sources:

<http://www.smithsoniansource.org/>

The Smithsonian Center for Education and Museum Studies has searches for primary sources by keyword, type, and historical topic. They also have lesson plans and streaming videos for six major topics including: Civil rights, Colonial America, Invention, Native American History, Transportation, and Westward Expansion.

<http://memory.loc.gov/>

The Library of Congress has an extensive amount of primary sources included on the American Memory website. You can search the archives, browse by topic, or visit the teacher section for lesson plans with primary sources.

<http://www.fordham.edu/halsall/>

The Internet History Sourcebooks project includes primary sources from Ancient, Medieval, and Modern History. Most sources are documents but there are some multimedia sources. Sources are organized by eras in the history of the civilization.

<http://www.digitalhistory.uh.edu/>

The Digital History website allows you to search or browse documents by era. The teacher's section includes lesson plans, resource guides, and learning modules for teaching history. Resource guides, aorganized by the period in U.S. history, include readings, primary sources, teaching resources, and audio & visual resources for each topic.

<http://www.archives.gov/education/lessons/index.html>

The U.S. National Archives and Records Administration website includes primary source documents and lesson plans for U.S. history by era. You can also browse the online exhibits of various primary source documents.

<http://www.americanrhetoric.com>

The American Rhetoric is an online speech bank with over 5,000 public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events. Speeches are available in full text, audio, and streaming video.

<http://www.yahoo.com>

Search Yahoo by typing in keywords for the sound recording you are trying to find and ".mp3" to locate free downloadable sound recordings. Click on Yahoo sounds and type in your keyword for recordings you can download for a fee.

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