

# Reading Like a Historian

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Tools for the Classroom



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**Workshop Guide 2016**

Institute for the Professional Development of Adult Educators

TOOLS FOR THE CLASSROOM

# Reading Like a Historian

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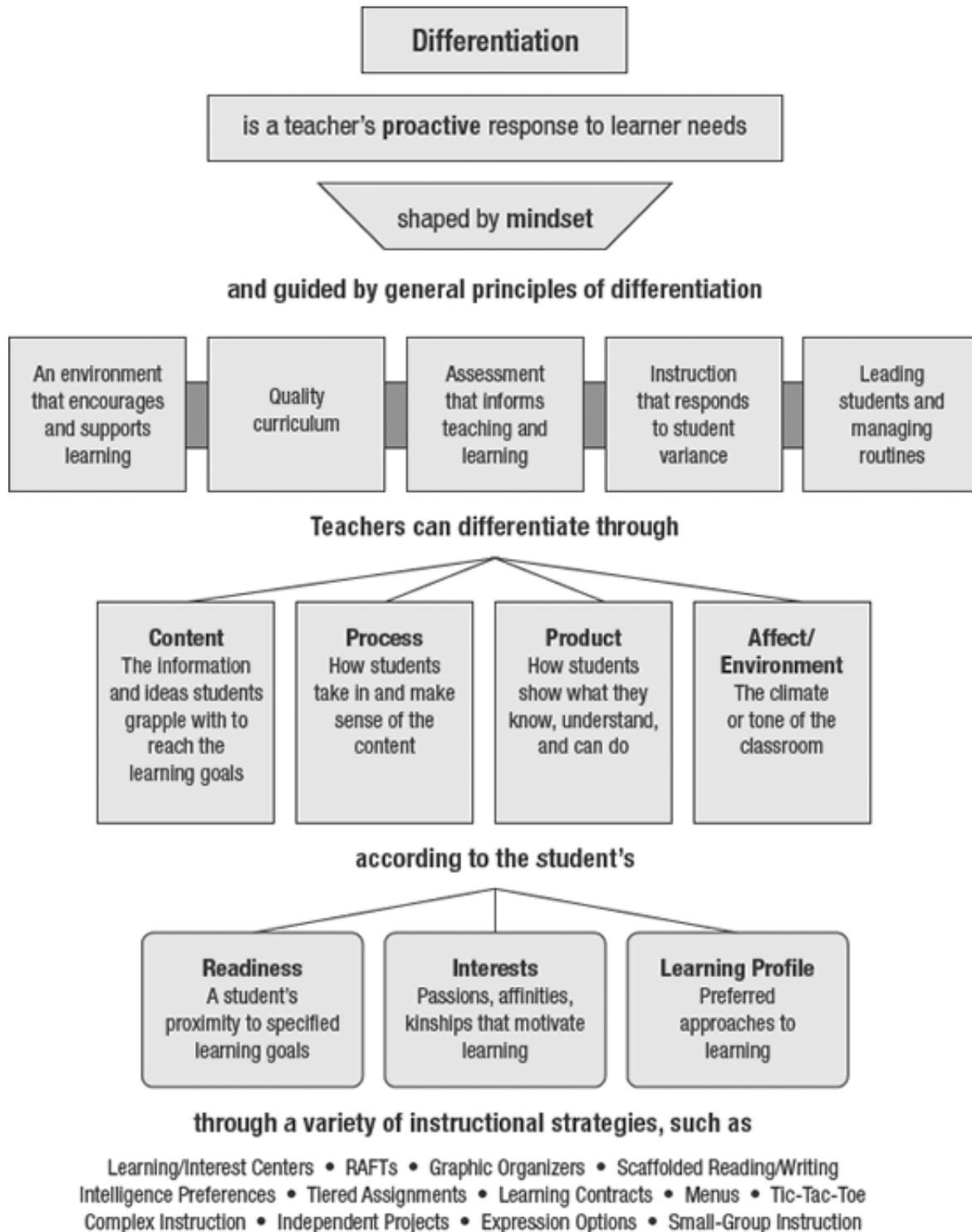
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## GED® Social Studies High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have . . .
<p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.</p>	<ul style="list-style-type: none"> <li>• differentiated between the concepts of topic and main idea.</li> <li>• identified the topic and/or main idea of a piece of text.</li> <li>• identified supporting details for a given main idea.</li> <li>• summarized a piece of text.</li> <li>• fully explained relevant details in the text that support the main idea.</li> <li>• located a single piece of evidence in the text.</li> <li>• located multiple pieces of evidence in a text.</li> <li>• differentiated between relevant and irrelevant evidence.</li> <li>• used evidenced to support or challenge an author's conclusion.</li> </ul>
<p><b>SSP.2.b</b> Describe people, places, environments, processes, and events, and the connections between and among them.</p>	<ul style="list-style-type: none"> <li>• described pertinent elements in the text, including: people, places, environments, processes, and events.</li> <li>• identified relationships among multiple elements (listed above) in the text.</li> <li>• fully explained relationships among the elements.</li> </ul>
<p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p>	<ul style="list-style-type: none"> <li>• identified (potential or actual) causes for given effects.</li> <li>• identified (potential or actual) effects for a given cause.</li> <li>• identified examples of cause-effect relationships in texts.</li> <li>• fully explained how or why one event or set of circumstances in a cause-effect relationship caused another.</li> <li>• fully explained a sequence of causes leading to a given effect.</li> <li>• identified multiple causes of a given event or set of circumstances.</li> </ul>
<p><b>SSP.5.c</b> Analyze how a historical context shapes an author's point of view.</p>	<ul style="list-style-type: none"> <li>• identified the author's point of view in a primary source text.</li> <li>• identified the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein.</li> <li>• identified context (events, figures, ideas) relevant to the given text.</li> <li>• fully explained how the historical context directly relates to the author's point of view.</li> </ul>
<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p>	<ul style="list-style-type: none"> <li>• identified a common topic in multiple sources.</li> <li>• described commonalities in treatment of a topic across multiple sources.</li> <li>• identified differences in the way the sources treat the topic.</li> <li>• fully explained how a given difference in treatment is meaningful to the understanding of the topic itself.</li> </ul>



# Key Elements of Effective Differentiated Instruction



**Reading Like a Historian (Stanford History Education Group) <http://sheg.stanford.edu/rh>**

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> <li>Who authored the document?</li> <li>What is the author's point of view?</li> <li>Why was it written?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Is this source believable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify author's position</li> <li>Identify and evaluate author's purpose in producing document</li> <li>Predict what author will say BEFORE reading document</li> <li>Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose</li> </ul>	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> <li>What else was going on at the time this was written?</li> <li>What was it like to be alive at this time?</li> <li>What things were different back then? What things were the same?</li> </ul>	<ul style="list-style-type: none"> <li>Use context/background information to draw more meaning from document</li> <li>Infer historical context from document(s)</li> <li>Recognize that document reflects one moment in changing past</li> <li>Understand that words must be understood in a larger context</li> </ul>	<p>I already know that ____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because ...</p>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use to support those claims?</li> <li>What words or phrases does the author use to convince me that he/she is right?</li> <li>What information does the author leave out?</li> <li>How does this document make me feel?</li> </ul>	<ul style="list-style-type: none"> <li>Identify author's claims about event</li> <li>Evaluate evidence/reasoning author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> <li>What do other pieces of evidence say?</li> <li>Am I finding different versions of the story? Why or why not?</li> <li>What pieces of evidence are most believable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is true by comparing documents to each other</li> <li>Recognize disparities between two accounts</li> </ul>	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

## The Way Station

Each evening, the stage announces its approach to a way station by the driver blowing a bugle. The way station offers sparse comfort.

"The station buildings were long, low huts, made of sun-dried, mud-colored bricks, laid up without mortar (adobes the Spaniards call these bricks, and Americans shorten it to 'dobies.) The roofs, which had no slant to them worth speaking of, were thatched and then sodded or covered with a thick layer of earth, and from this sprang a pretty rank growth of weeds and grass. It was the first time we had ever seen a man's front yard on top of his house. The buildings consisted of barns, stable-room for twelve or fifteen horses, and a hut for an eating room for passengers. This latter had bunks in it for the station-keeper and a hostler or two. You could rest your elbow on its eaves, and you had to bend in order to get in at the door. In place of a window there was a square hole about large enough for a man to crawl through, but this had no glass in it. There was no flooring, but the ground was packed hard. There was no stove, but fire-place served all needful purposes. There were no shelves, no cupboards, no closets. In a corner stood an open sack of flour, and nestling against its base were a couple of black and venerable tin coffee-pots, a tin teapot, a little bag of salt, and a side of bacon.

By the door of the station keeper's den, outside, was a tin wash-basin, on the ground. Near it was a pail of water and a piece of yellow soap, and from the eaves hung a hoary blue woolen shirt, significantly - but this latter was the station-keeper's private towel, and only two persons in all the party might venture to use it - the stage-driver and the conductor."

Mark Twain, *Roughing It* (1872)

# The “Real” Abraham Lincoln

**Directions:** Complete this chart after reviewing the primary sources about Abraham Lincoln. Pick two documents and answer the questions about each.

	Document 1	Document 2
<b>Sourcing</b> Who made this source? Where did it come from?		
<b>Contextualizing</b> Imagine the setting around this document. How does that world differ from our own? What does this source tell you about that world?		
<b>Close Reading</b> What does this document tell you about Abraham Lincoln? Make a brief list of details.		
<b>Corroborating</b> Does this document tell you something new about Lincoln or reinforce what you already knew? Does it contradict something you already knew?		
<b>Evaluating</b> Does this document change your opinion of Abraham Lincoln? Why or why not?		

Adapted from Abraham Lincoln: Man versus Legend  
<http://www.pbs.org/opb/historydetectives/educators/lessonplan/abraham-lincoln-man-versus-legend/>

## Sample Source Materials

### Excerpt from Abraham Lincoln Letter to Jesse W. Fell

December 20, 1859

I was raised to farm work, which I continued till I was twenty two. At twenty one I came to Illinois, and passed the first year in Macon County. Then I got to New-Salem (at that time in Sangamon, now in Menard County), where I remained a year as a sort of Clerk in a store. Then came the Black Hawk war; and I was elected a Captain of Volunteers – a success which gave me more pleasure than any I have had since. I went the campaign, was elated, ran for the Legislature the same year (1832) and was beaten –the only time I ever have been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was once elected to the lower House of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a whig in politics, and generally on the whig electoral tickets, making active canvasses– I was losing interest in politics, when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on an average, one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes– no other marks or brands recollected.

**October 3, 1862 Photograph**

Antietam, Md. Allan Pinkerton, President Lincoln, and Maj. Gen. John A. McClernand

Photographer: Alexander Gardner



## Personal Letter from Lincoln to His Wife

Washington, April 16, 1848

Dear Mary:

In this troublesome world, we are never quite satisfied. When you were here, I thought you hindered me some in attending to business; but now, having nothing but business---no variety---it has grown exceedingly tasteless to me. I hate to sit down and direct documents, and I hate to stay in this old room by myself. You know I told you in last Sunday's letter, I was going to make a little speech during the week; but the week has passed away without my getting a chance to do so; and now my interest in the subject has passed away too. Your second and third letters have been received since I wrote before. Dear Eddy thinks father is "gone tapila." Has any further discovery been made as to the breaking into your grand-mother's house? If I were she, I would not remain there alone. You mention that your uncle John Parker is likely to be at Lexington. Dont forget to present him my very kindest regards.

I went yesterday to hunt the little plaid stockings, as you wished; but found that McKnight has quit business, and Allen had not a single pair of the description you give, and only one plaid pair of any sort that I thought would fit "Eddy's dear little feet." I have a notion to make another trial to-morrow morning. If I could get them, I have an excellent chance of sending them. ...  
...Very soon after you went away, I got what I think a very pretty set of shirt-bosom studs---modest little ones, jet, set in gold, only costing 50 cents a piece, or \$1.50 for the whole. Suppose you do not prefix the "Hon" to the address on your letters to me any more. I like the letters very much, but I would rather they should not have that upon them. It is not necessary, as I suppose you have thought, to have them to come free.

And you are entirely free from head-ache? That is good---good---considering it is the first spring you have been free from it since we were acquainted. I am afraid you will get so well, and fat, and young, as to be wanting to marry again. Tell Louisa I want her to watch you a little for me. Get weighed, and write me how much you weigh.

I did not get rid of the impression of that foolish dream about dear Bobby till I got your letter written the same day. What did he and Eddy think of the little letters father sent them?

Dont let the blessed fellows forget father....

Most affectionately

A. LINCOLN

Retrieved from the World Wide Web at: <http://hd.housedivided.dickinson.edu/node/40329>

## Gettysburg Address - Abraham Lincoln: A Video Recording by Jeff Daniels

<https://www.youtube.com/watch?v=9TCMHVmNc5w>



### Famous Quotes

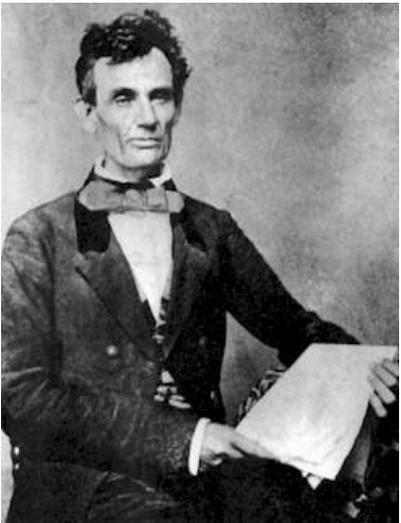
“The struggle of today is not altogether for today – it is for a vast future also. With a reliance on Providence, all the more firm and earnest, let us proceed in the great task which events have devolved upon us.”

Annual message to Congress, December 3, 1861

“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds’ to care for him who shall have borne the battle, and for his widow, and his orphan.”

Second Inaugural Address, March 4, 1865

Photographs of Lincoln



## Living in Lincoln's Time



# Read Like a Historian

Document Name \_\_\_\_\_

Examine: What do you see? What topic does it address? What details do you notice in this source? What is interesting? Is there something that you don't understand?

Question: What other information do you need to understand this source? What questions do you have for further research?

Think: What are some guesses you can make about this document? Who do you think made it? When? Why did they make it? Is it neutral or biased?

Draw conclusions: Base on your background knowledge and the details in this document, what conclusions can you draw about the historical period and the meaning of the document?

## Social Studies Resources from the World Wide Web

**An Outline of American History.** An overview of history and government developed as part of *The American Revolution—an HTML Project*. <http://www.let.rug.nl/usa/>

**Annenberg Classroom.** Great course for civics education. <http://www.annenbergclassroom.org>

**Digital History.** An interactive, multimedia history of the United States from the Revolution to the present. <http://www.digitalhistory.uh.edu/>

**Digital Reader.** Modules on U.S. History that are easily read by different levels of readers. <http://www.dhr.history.vt.edu/modules/us/index.html>

**DocsTeach.** This site includes links to primary sources, lesson plans, activity ideas, and template to build your own lessons. <http://docsteach.org/>

**Library of Congress.** Classroom and professional development materials to help teachers effectively use primary sources. To get started, try these quick starting points:

- **Browse by Topic** - Easy browsing for primary sources. <http://www.loc.gov/topics/>
- **Primary Source Sets** - Each set collects primary sources on a specific topic. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>
- **Using Primary Sources in the Classroom** - <http://www.loc.gov/teachers/usingprimarysources/>

**50 Core Documents. Teaching American History.** <http://teachingamericanhistory.org/50docs/>

**Four Reads: Learning to Read Primary Documents.** Take a step-by-step process for reading primary documents. <http://teachinghistory.org/teaching-materials/teaching-guides/25690>

**History Detectives.** Step into the shoes of a history detective through lesson plans that use the S + 3 Cs. <http://www.pbs.org/opb/historydetectives/educators/>

**National Archives and Records Administration.** All types of educational units and copies of national documents are available from this governmental site. <http://www.archives.gov>

**Newsela.** A site with nonfiction articles available in 4-5 different Lexile Levels. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

**Our Documents.** <http://www.ourdocuments.gov/index.php?flash=true&>

**Reading Like a Historian.** Stanford History Education Group. Information on how to teach students to closely read primary sources. <http://sheg.stanford.edu/?q=node/21>

**Roy Rosenzweig Center for History and New Media.** The resources are a great addition for your classroom. <http://chnm.gmu.edu/teaching-and-learning/>

**Teaching History – National History Clearinghouse.** This site has a lot of materials to assist in the teaching of history. <http://teachinghistory.org>

**The History Channel.** The History Channel provides both historic and current topics, readings, audio and video recordings, and lessons for the classroom. <http://www.history.com/>

**Stay in Touch!**  
Florida IPDAE - <http://floridaipdae.org/>