


ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

## Read Like a Historian Differentiating Instruction One Size Doesn't Fit All

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This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

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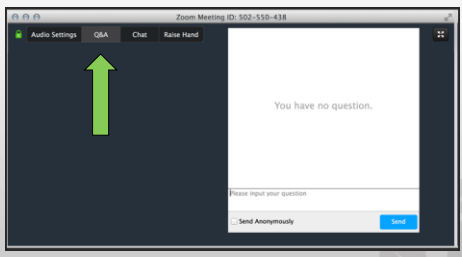
# Welcome!

*This Webinar is being recorded and will be posted in the IPDAE Webinar Archive.*

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ipdae  BY EDUCATORS FOR EDUCATORS Webinar Things to Remember

- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



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Participants will . . .

- Define primary and secondary sources
- Investigate differentiated close reading strategies to assist students in "reading like a historian"
- Share resources and ideas

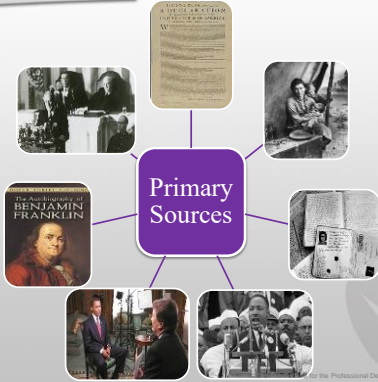
**TO-DO LIST:**

1. 
2. **EVERYTHING**
3. 

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What is a primary source?



Primary Sources

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What is a primary source?

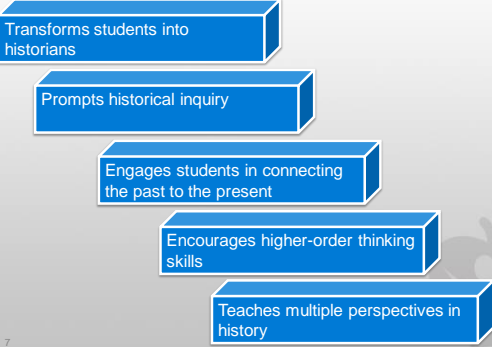
Lewis' & Clark's journals made during their exploration of the western United States.	Primary
A social studies textbook.	Secondary
A photograph of Abraham Lincoln.	Primary
A historical fiction play about the Boston Tea Party.	Secondary
A recording of Martin Luther King delivering the "I Have A Dream" speech.	Primary
A letter from a soldier describing World War II.	Primary
A famous artist's painting of what a cowboy's life was probably like.	Secondary
A friend describing a storm he was in last year.	Primary

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Why is it important to teach primary sources?



Transforms students into historians

Prompts historical inquiry


Engages students in connecting the past to the present

Encourages higher-order thinking skills

Teaches multiple perspectives in history

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Why is it important to teach primary sources?

An Integral Part of the GED® Social Studies Test

Indicator	What to look for in student work: Students' work shows they have . . .
SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.	<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 evidence to support or challenge an author's conclusion.</li> </ul>

Workbook – p. 3


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ipdae  BY EDUCATORS FOR EDUCATORS Why is it important to teach primary sources?

### An Integral Part of the GED® Social Studies Test

Indicator	What to look for in student work: Students' work shows they have . . .
SSP.5.c: Analyze how a historical context shapes an author's point of view.	<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>


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## Let's get started by looking at how to teach students to read like a historian . . .


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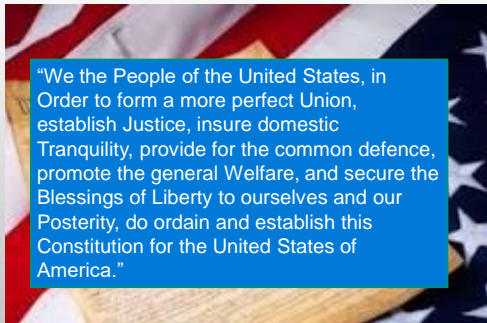
ipdae  BY EDUCATORS FOR EDUCATORS Getting Started

### Process for Integrating Primary Sources

- Select** a primary document
  - Identify complex, content-rich documents
  - Start with shorter excerpts or modify a document by extracting specific sections
- Research** the historical context of the document
- Select** a strategy for close reading of the primary source
- Create** a lesson incorporating discussion, text-dependent questions, and a writing component


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"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

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Would you . . .

- Have students read the Constitution in its entirety?
- Have students read an excerpt that focuses on a specific idea or concept from the Constitution?
  - Individual right vs. good of the community
  - Separation of powers
  - Checks and balances
  - States' rights vs. federal powers

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Would you rather . . .

- Have students read the Gettysburg address?
- Have students listen to a recording of the Gettysburg Address?
- Have students look at pictures of the actual event?
- Have students study a timeline of the Civil War?
- Have students read responses to the Gettysburg Address from citizens?

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ipdae  BY EDUCATORS FOR EDUCATORS When teaching primary sources – differentiate!



“A differentiated classroom should still feel like a community. It shouldn't be like we're in three different classrooms.”

Nancy Anderson

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ipdae  BY EDUCATORS FOR EDUCATORS Dimensions of Design for Differentiating

Teacher Dependent	Learner Dependent
<ul style="list-style-type: none"> <li>• Content (the what of the lesson)</li> <li>• Process (the how of the lesson)</li> <li>• Product (the learner-produced results)</li> </ul>	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Educational profile (strengths, weaknesses, gaps)</li> <li>• Readiness</li> </ul>

Don't forget student diversity – learning styles, generational differences, cultural differences, diverse backgrounds


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What are concerns when reading primary sources?



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Reading Like a Historian: Overview  
Grades 6-12 / History / Curriculum

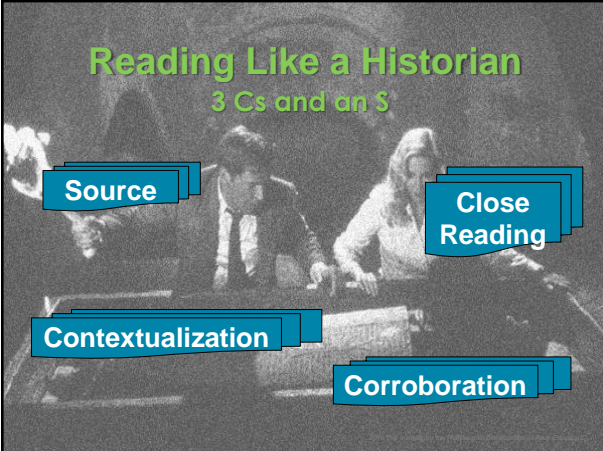


Reading Like a Historian

<https://www.teachingchannel.org/videos/reading-like-a-historian-curriculum>

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Reading Like a Historian  
3 Cs and an S




Source

Close Reading


Contextualization

Corroboration

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Sourcing (Before Reading)

- Who authored the document?
- What is the author's point of view?
- Why was it written?
- When was it written?
- Where was it written?
- Is this source believable? Why? Why not?



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**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 nesting 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

**Workbook – p. 8**

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**Contextualization**

- When and where was the document created?
- What else was going on at this time?
- What was it like to be alive at this time?
- What was different then? What was the same?
- How might the circumstances in which the document was created affect its content?

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The average stagecoach could squeeze 18-20 passengers into it. They averaged 8 mph over good terrain and horses were changed every 12 to 15 miles. Each cost over \$1,500 to build.

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**Close Reading**


- What claims does the author make?
- What evidence does the author use to support those claims?
- What language (words, phrases, images, symbols) does the author use to persuade or inform?
- How does the document's language indicate the author's perspective?
- What information does the author leave out?
- How does the document make me feel?



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**Corroboration**



- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable or most believable?

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**“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”**

—Abraham Lincoln

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


Historical Reading Skills	Questions	Students should be able to ...	Prompts
Sourcing (Source 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 purpose</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>	<ul style="list-style-type: none"> <li>• This author probably believes ...</li> <li>• I think the audience is ...</li> <li>• Based on the sourcing information, I predict this author will ...</li> <li>• I don't trust this document because ...</li> </ul>
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>	<ul style="list-style-type: none"> <li>• I already know that _____ is happening at this time...</li> <li>• From this document, I could guess that people at this time were feeling ...</li> <li>• This document might not give me the whole picture because ...</li> </ul>
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>	<ul style="list-style-type: none"> <li>• I think the author chose these words because they make me feel ...</li> <li>• The author is trying to convince me ... (by using the word ...)</li> </ul>
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 ...</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>	<ul style="list-style-type: none"> <li>• This author agrees/disagrees with ...</li> <li>• This document was written differently than the other, so ...</li> </ul>

**Workbook – p. 7**

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Differentiating through Reading Like a Historian



Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner.

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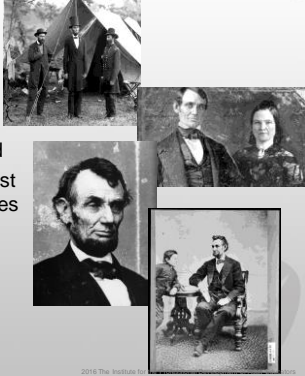
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Putting Differentiation to Work

### Who was the real Abraham Lincoln?


Adapted from: Abraham Lincoln: Man versus Legend

- <http://www.pbs.org/opp/hist/orydetectives/educators/lessonplan/abraham-lincoln-man-versus-legend/>



**Workbook – pp. 9-15**

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Putting Differentiation to Work

### Reading Like a Historian – Differentiating Instruction

Instructor	Student
<ul style="list-style-type: none"> <li>• <b>Selects</b> different types of documents                             <ul style="list-style-type: none"> <li>– Letters</li> <li>– Videos of speeches</li> <li>– Quotes</li> <li>– Photographs</li> <li>– Artifacts of the time</li> </ul> </li> <li>• <b>Provides</b> historical background on selected documents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Selects</b> 2 documents to closely read</li> <li>• <b>Completes</b> the S + 3Cs + E chart</li> <li>• <b>Discusses</b> “historic” perspective of Lincoln</li> <li>• <b>Shares</b> what was learned about the “real” Lincoln</li> </ul>

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Putting Differentiation to Work

Some students learn best through listening . . .



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


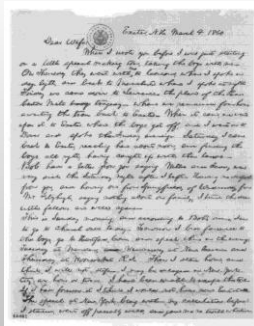
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Putting Differentiation to Work

### The Personal Lincoln – A Letter to His Wife

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Putting Differentiation to Work

Have students use the S + 3 Cs to “Read Like a Historian”

Have students “evaluate” what they have read

	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>Circumscribing</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?		

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Getting Started

## RESOURCES



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50 Core Documents

### 50 Core Documents

<http://teachingamericanhistory.org/50docs/>




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**Teaching History – Primary Source Sets, Lesson Plans, and More . . .**

<http://teachinghistory.org/best-practices/using-primary-sources/24430>



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**Digital Reader**

<http://www.dhr.history.vt.edu/modules/us/index.html>



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**DocTeach: The National Archives**

<http://docsteach.org/>



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**Annenberg Classroom: Resources for Excellent Civics Education**

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

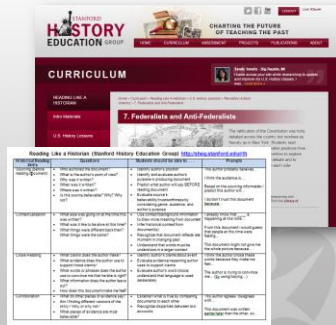


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**Sample Lesson Plans Using S + 3 Cs**

Stanford History Education Group  
Reading Like a Historian  
<http://sheg.stanford.edu/rlih>



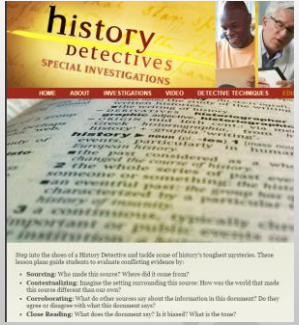
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**Sample Lesson Plans Using S + 3 Cs**

Step into the shoes of a History Detective and  
<http://www.pbs.org/gpb/historydetectives/educators/>




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**Resources to Create a Lesson**

Roy Rosenzweig Center for History and New Media  
<http://chnm.gmu.edu/teaching-and-learning/>  
Live Binders  
<http://www.livebinders.com/view/573232>



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**Resources**

Check out the IPDAE Website for more on Social Studies . . .


- Lesson Plans
- E-Learning Module
- Workshops
- Webinars
- Grab and Gos
- Handbook (Florida's Instructor Handbook for GED® Preparation – Social Studies)

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**ipdae**  BY EDUCATORS FOR EDUCATORS Coming in 2016-17



**New Look and New Resources!**

- Regional Workshops
  - GED® Preparation Train the Trainer Workshops
  - ABE Instructional Workshops
  - Differentiated Instruction
- GED® E-Learning Modules – Science and Math
- Grab and Gos - **New** format and new content
- Webinar Wednesdays
- More . . .

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**ipdae**  BY EDUCATORS FOR EDUCATORS Summing It Up



What are you doing to differentiate the reading of primary documents in your classroom?  
Are you having your students “read like a historian”?

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**Q & A**

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**“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”**

Edutopia 2014

*Stay Connected* **Always here to assist!**  
**The IPDAE Team**

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