

Middle School Session for Vulcan Park Workshop

- The teacher needs to help students break down primary sources.
- It is important to remember that students will not more than likely enter our classrooms with the skills to dissect primary sources.
- The teacher should model for students how to work with a primary source.
- There are many skills that should be modeled for students.
- These include summarizing arguments, analyzing a person's biases and/or perspectives, and identifying persuasive language used in a document.
- The teacher should provide examples of the desired skill for students to master.
- Below are some examples of ways to break down the Declaration of Independence.

Graphic Organizer for the Declaration of Independence

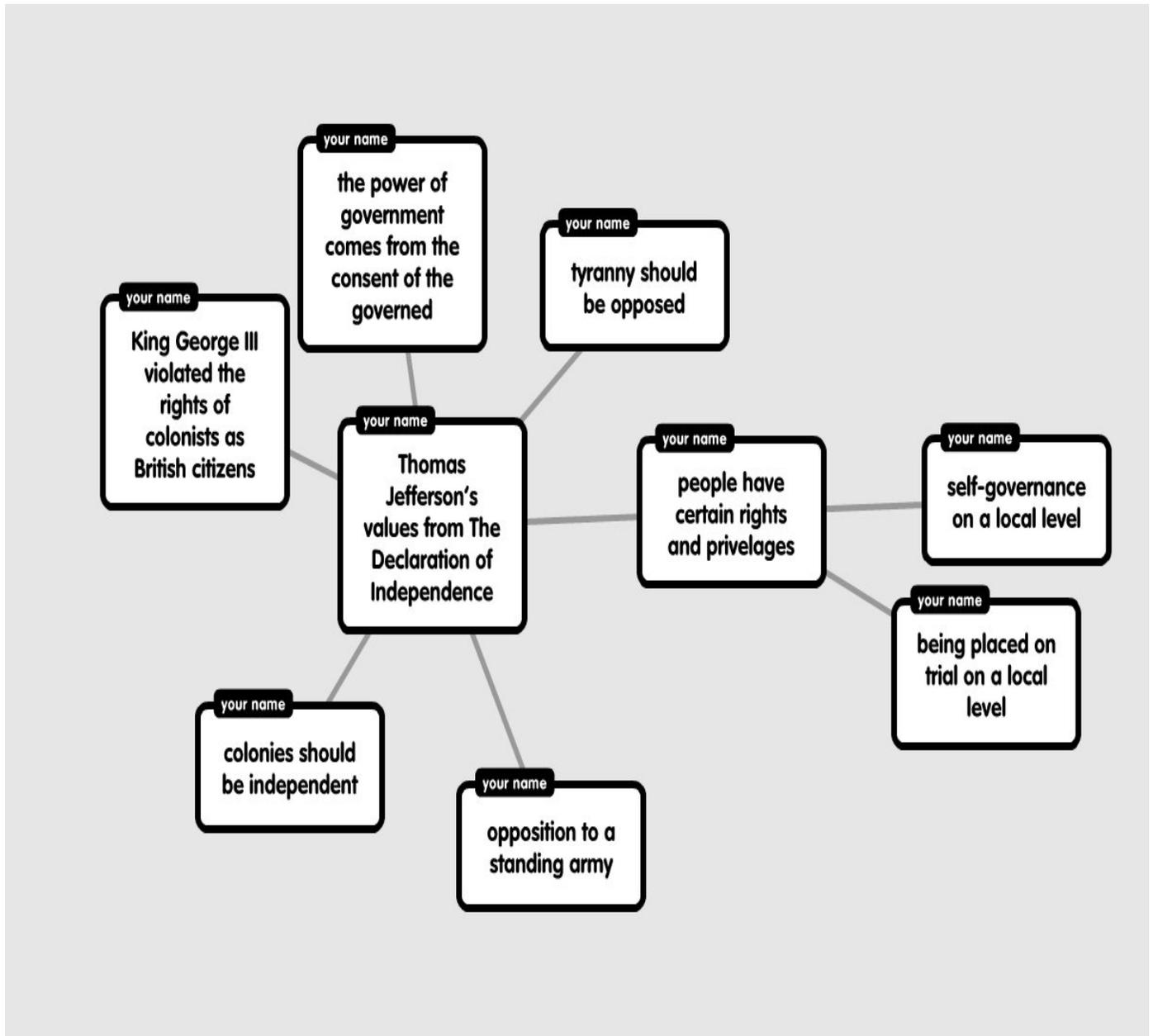
Key Details in Your Part of the Declaration of Independence	Summarize Your Part of the Declaration of Independence

With the first graphic organizer, the teacher should place students in groups of three or four. Each member of the group should read a portion of the document and complete the two column graphic organizer.

Jefferson's Key Arguments from The Declaration of Independence

Free People Have Basic Rights	People have rights to local representation	King George III has acted like a tyrant

With the second graphic organizer, the teacher should place students in groups. The number of students in a group should be dependent on how many key arguments are being explored with a document. Students need to take notes about the three key arguments while reading the Declaration of Independence.



This third graphic organizer focuses on students capturing evidence from the primary source that depicts Jefferson's values and beliefs. Students should highlight evidence in the Declaration of Independence to support their arguments in the graphic organizer. This graphic organizer can be completed individually or in small groups.

- Students must be able to break down a document to its key components.
- Any source may be broken down in several ways depending on the skill that the teacher wants to focus on with a source.
- The examination of sources in this manner is an important first step to give students experience working with primary sources.
- Teachers can google many free graphic organizers or may use those from *The Teacher's Big Book of Graphic Organizers* by Katherine McKnight.

Developing Historical Empathy and Using Writing to Evoke Emotion

- Activities that develop students’ historical empathy are essential in the social studies classroom. They allow students to explore controversial issues, ethical dilemmas, and conflicting point of views.
- Historical empathy will lead students to interact and engage with primary sources from different time periods. During this process, they will begin to understand how historical eras, socio-economics, politics, culture, class, and race affects one’s outlook on life. It can influence one’s intentions and resulting actions.
- The goal of students developing historical empathy is for them to have a deeper understanding of the historical content.
- Exploring the emotions, beliefs, and ideals of another can guide students to become emotionally invested in the lives of historical figures and events; this can be reflected in perspective writing.
- The importance of combing historical empathy and perspective writing is that students will realize that history is rarely black and white. Historical figures struggle with difficult decisions, and their resulting decisions and actions often have consequences that still effect our society today.
- Perspective writing correlates with College and Career Ready Standards for Reading. CCRS states that students should be able to identify different point of views.
- Perspective writing also correlates with CCRS for Writing. When students write from another perspective, they are not only writing in historical context but they are using content and background knowledge to support their point of view. CCRS requires students to be able to support their writing with informational text in the form of a variety of primary and secondary sources. They must support their point of view with evidence to support the claim, position, reflection, and analysis.

Activity One: Creating a Historical Meme

CCRS:

RL.9-10.4: Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social studies.

W.9-10.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

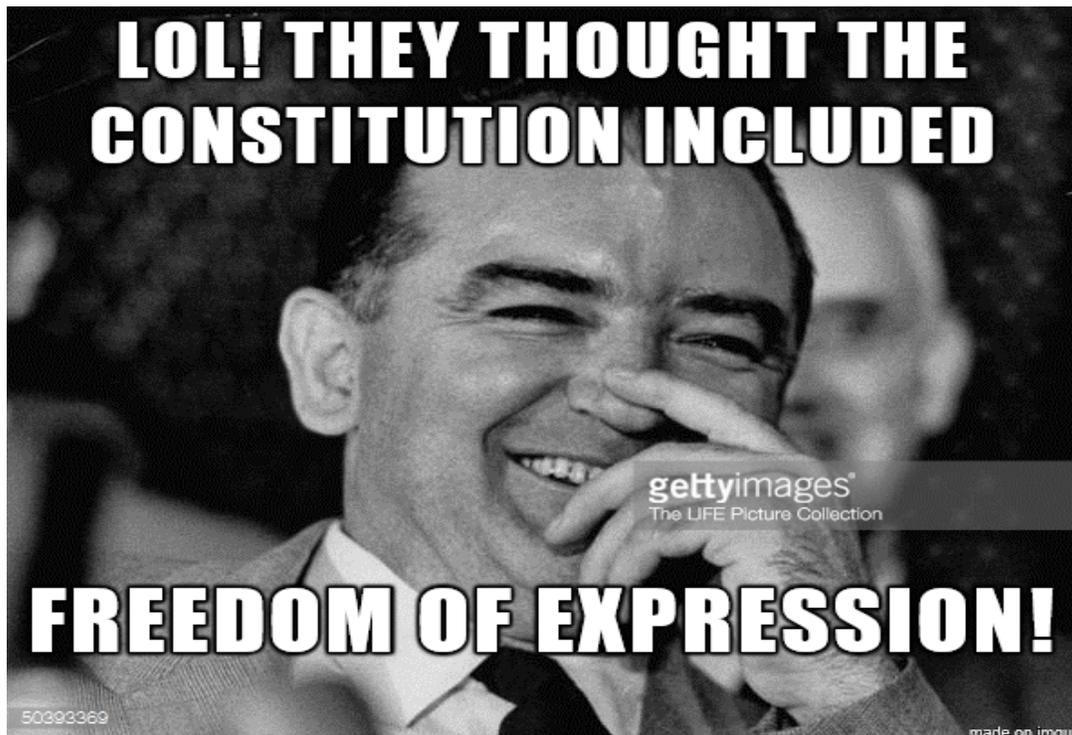
- Students can go to <http://imgur.com/>, a website where they can create memes online for free. This site is very user friendly, and students can either use existing pictures on the site or upload their own.
- The meme requires an image from the assigned historical era. Students are to create a caption that conveys a definite point of view.
- After creating the meme, students are to then write a “Director’s Cut”, which is a description of the meme. The Director’s Cut should also address the historical

context of the image. For instance, the historical time period, the event being referred to in the meme, and the meaning of the caption or phrase.

Benefits of Creating Historical Memes

- Students are using technology to create a product that reflects their learning and understanding of a person's beliefs, ideals, or an event.
- Memes use humor and pop culture to convey a point of view. Students will be able to use a type of communication that is very popular in today's society. They will utilize the memes to illustrate historical empathy and perspective.
- There must be an understanding of historical content in order to create a meme that reflects a subject's point of view. Students must also have a grasp of content and background knowledge to convey their thinking process in the Director's Cut.
- The Director's Cut will require students to verbalize their thoughts and ideas in a written format. In two paragraphs, students will have the opportunity to map out their thinking process, explain why they chose their caption, and how it relates to the content. This is very similar to how a graphic organizer allows students to "see" how they organize information and their thoughts.

Activity One: Creating a Meme



In the aftermath of World War II, the political and social atmosphere in the United States was ripe for the cultivation of fear and biasness toward anything remotely related to

Communism. To many Americans, the danger posed by Communism was very real, and it was believed that America needed to protect itself from the “Red Menace.” Against the backdrop of the Soviet Union’s testing of its first atomic bomb, the establishment of the People’s Republic of China, and the North Korean invasion of South Korea, many Americans were on edge. There was a belief that Communists would insidiously worm its way into the political, socio-economic, and cultural fabric of the United States.

Senator Joseph McCarthy, a Republican senator from Wisconsin, took advantage of this fear. He claimed to have a list of 205 known members and supporters of the Communist Party who were working in the State Department. When he was put in charge of the Committee on Government Operations, McCarthy took the opportunity to lead investigations and publicized interrogations of suspected Communists. No one was safe from his allegations. Many were unfounded and without merit. His interrogations were often belligerent and bordered on violating the civil rights of those who were accused. His actions seemed to go against the very spirit of the Constitution, as it guaranteed every citizen the freedom of expression of beliefs, political beliefs included. More than 2,000 government employees lost their jobs due to McCarthy’s accusations. It was ultimately his attack on the U.S. Army that spelled his downfall. The allowance of McCarthy’s attacks and violation of citizens’ rights are still seen as a shameful blemish on U.S. politics and history.

Argumentative Writing & Being Persuasive

- Throughout time, people have used persuasive language to gain backing from a portion of the population for public policy, support on the home front for wars, and to be elected for public offices.
- Students are exposed to persuasive language through different types of commercials and advertising on a daily basis.
- It is important that they can analyze messages in different forms of media to be informed about who to support in elections, what policies to support, or what products to purchase.
- Teachers must set up opportunities for students to examine how persuasive language is used in primary sources.
- One example of persuasive language is Lincoln’s House Divided Speech that can be accessed from <http://www.abrahamlincolnonline.org/lincoln/speeches/house.htm>.
- Students can complete a jigsaw group activity with this speech. The teacher needs to divide students into groups of three and then have the group members number off.
- All of the ones will reassemble as a group. The twos and threes will repeat this process.
- Each of the groups will focus on one aspect of persuasive language in this speech and will complete the graphic organizer in the next section.

Abraham Lincoln’s House Divided Speech

What is Lincoln’s stance on slavery?	What does Lincoln say about the nature of the Union due to slavery?	What is Lincoln’s argument against Douglas?

- After the students read this document and fill in the graphic organizer, they will share their findings with group members. The teacher should float around the room to help students with their research.

- Students will then return to their original groups and discuss their parts of the graphic organizer. They will fill in the document based on information gained from their peers.
- This allows students to learn the content material from their peers.
- The class will come back together and discuss findings from this graphic organizer.
- The students will share their findings from research. Peers should fill in the graphic organizer during this discussion.
- The teacher should ask students to expand upon their answers and clarify any misunderstandings about this topic.
- This process allows students to fill in their graphic organizer and examine how Lincoln used persuasive language in this particular speech.
- After this class discussion, the students will then return to their original group and write a stump speech for Lincoln that he might give about points covered in the House Divided Speech.
- The stump speech must contain the key arguments outline in the graphic organizer: 1. What is Lincoln's stance on slavery? 2. What does Lincoln say about the nature of the Union due to slavery? 3. What is Lincoln's argument against Douglas?
- The length of the stump speech can be adjusted by the teacher based on the writing skills of the students.
- Below is an example of a possible stump speech by Lincoln based on the House Divided Speech.

Lincoln Stump Speech Example

My friends I come here today to talk with you about serious issues facing our country. The issue of slavery is vexing this great land of ours. Our nation cannot endure divided with half of the states being for slavery and the other half against it. As a nation, we have to be one or the other. This is the defining issue of our generation. How we handle this issue will define who we are as a people.

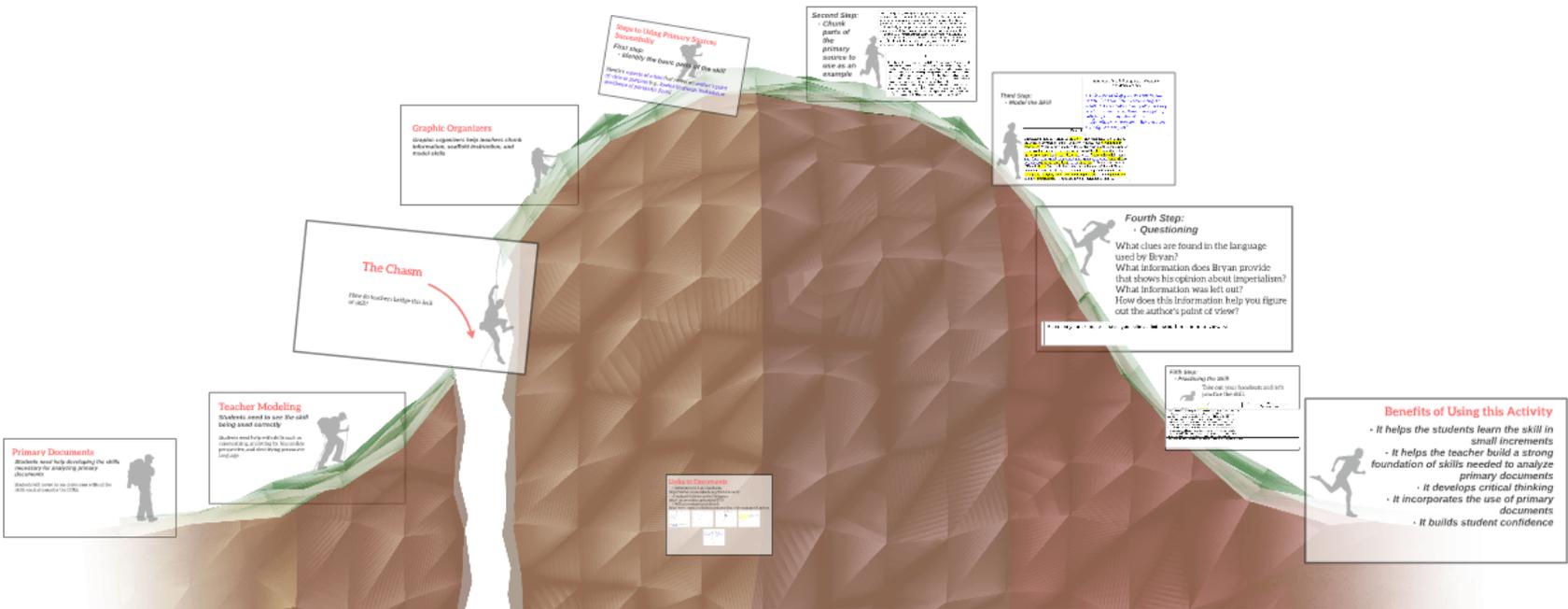
Now Mr. Douglas has not demonstrated leadership on addressing this issue. He has done the equivalent of sticking his head in the sand on this issue hoping for the best. What we need in the state of Illinois is leadership from our elected officials on the issue of slavery. A man cannot stand in a field with a bull taking no action and expect the creature to not injure him. Any man with a lick of sense knows this to be true just like the issue of slavery. The Republican Party was formed to take action and leadership on such issues. The issue of slavery can further divide us, or we can take decisive action to ensure that the bonds of friendship among our states in this land are never put in peril by this issue again.

- The stump speech allows students to use evidence from the graphic organizer and class discussion to complete this assignment.

- Students must utilize the language and arguments that Lincoln would make in their writing example.
- This writing activity helps students understand Lincoln's point of view.
- Furthermore, they have to consider the issues of a time period to effectively make arguments as historical figures.
- The teacher should have the students share their stump speeches when they are completed. He or she needs to ask follow-up questions to get students to elaborate on their arguments within a stump speech.
- The ability to make an argument and be persuasive is a skill that students need throughout their lives.

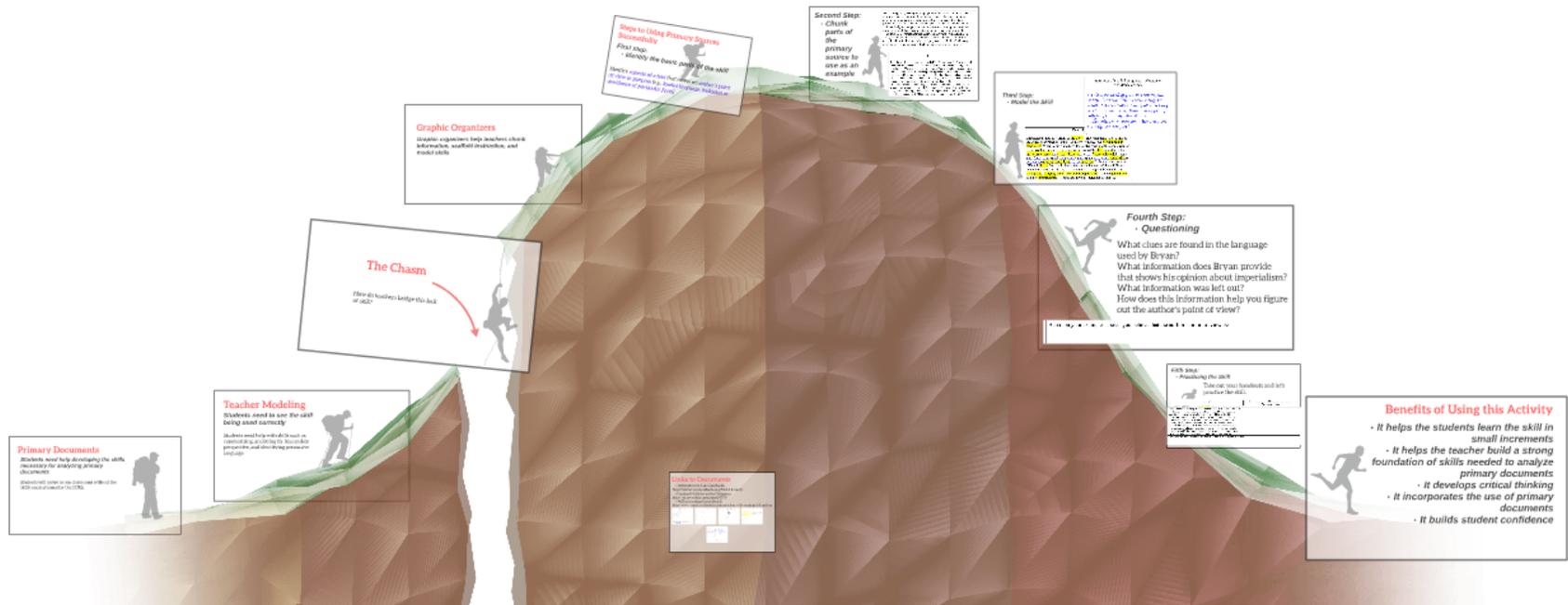
Crossing the Chasm

Breaking Down the CCRS



Crossing the Chasm

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Primary Documents

Students need help developing the skills necessary for analyzing primary documents

Students will arrive in our classrooms without the skills needed to master the CCRS.



Teacher Modeling

Students need to see the skill being used correctly

Students need help with skills such as summarizing, analyzing for bias and/or perspective, and identifying persuasive language



The Chasm

How do teachers bridge this lack of skill?



Graphic Organizers

Graphic organizers help teachers chunk information, scaffold instruction, and model skills



Steps to Using Primary Sources Successfully

First step:

- ***Identify the basic parts of the skill***

Identify *aspects of a text* that reveal an *author's point of view or purpose* (e.g., *loaded language, inclusion or avoidance of particular facts*)



Second Step:

- ***Chunk parts of the primary source to use as an example***



Behold a republic, resting securely upon the foundation stones quarried by revolutionary patriots from the mountain of eternal truth -- a republic applying in practice and proclaiming to the world the self-evident propositions that all men are created equal; that they are endowed with inalienable rights; that governments are instituted among men to secure these rights, and that governments derive their just powers from the consent of the governed. Behold a republic in which civil and religion liberty stimulate all to earnest endeavor and in which the law restrains every hand uplifted for a neighbor's injury -- a republic in which every citizen is a sovereign, but in which no one cares to wear a crown.

Excerpt

Imperialism finds no warrant in the Bible. The command, "Go ye into all the world and preach the gospel to every creature," has no Gatling gun attachment. When Jesus visited a village of Samaria and the people refused to receive him, some of the disciples suggested that fire should be called down from Heaven to avenge the insult; but the Master rebuked them and said: "Ye know not what manner of spirit ye are of; for the Son of Man is not come to destroy men's lives, but to save them." Suppose he had said: "We will thrash them until they understand who we are," how different would have been the history of Christianity! Compare, if you will, the swaggering, bullying, brutal doctrine of imperialism with the golden rule and the commandment, "Thou shalt love thy neighbor as thyself."

Third Step:

• Model the Skill



Examples of Loaded Language, Inclusion, or Avoidance of Facts

the Bible, no Gatling gun attachment, Jesus parable, fire down from Heaven, avenge the insult, Master rebuked, Son of Man, destroy men's lives, save them, thrash, swaggering, bullying, brutal, doctrine of imperialism, golden rule, commandment, "Thou shalt love thy neighbor as thyself"

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Fourth Step:

• Questioning

What clues are found in the language used by Bryan?

What information does Bryan provide that shows his opinion about imperialism?

What information was left out?

How does this information help you figure out the author's point of view?

Based on your examples above, you believe that the author's point of view is:

Fifth Step:

• Practicing the Skill

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• *Practicing the Skill*



Take out your handouts and let's practice the skill.

Excerpt

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Based on your examples above, you believe that the author's point of view is:

Benefits of Using this Activity

- *It helps the students learn the skill in small increments*
 - *It helps the teacher build a strong foundation of skills needed to analyze primary documents*
 - *It develops critical thinking*
 - *It incorporates the use of primary documents*
 - *It builds student confidence*



Crossing the Chasm

Breaking Down the CCRS

