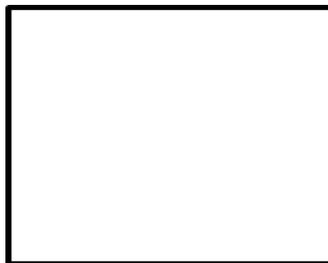


## High School Session for Vulcan Park Workshop

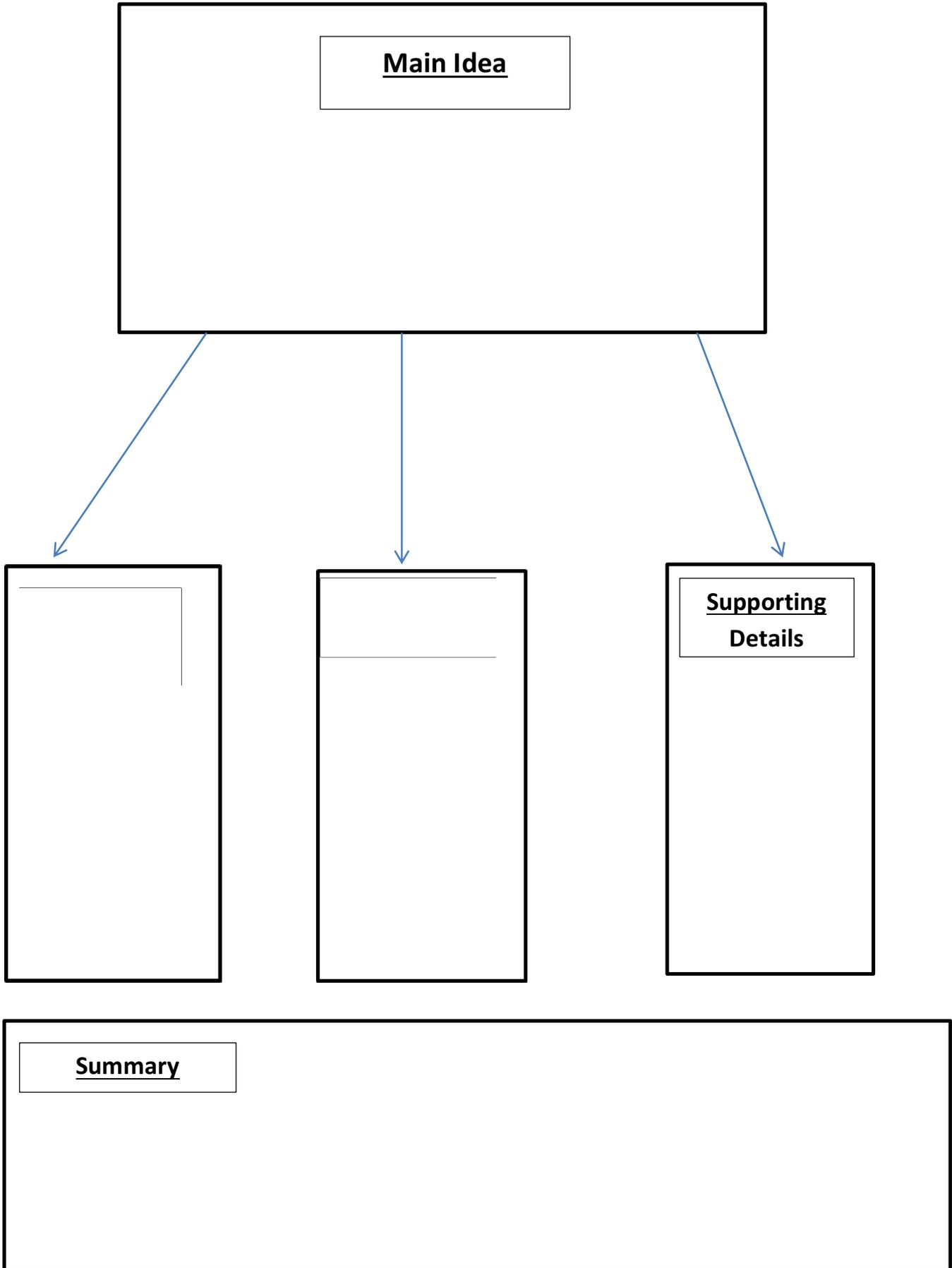
- The teacher needs to help students break down primary sources.
- It is important to remember that students will not more than likely enter our classrooms with the skills to dissect primary sources.
- The teacher should model for students how to work with primary sources.
- There are many skills that 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 with the desired skill that the students need to master.
- Below are some examples of ways that Martin Luther King Jr.'s I Have a Dream Speech can be broken down with students using graphic organizers.

Question	Your Response	Evidence to Support Your Response
1. According to Dr. King, how have American institutions failed African Americans?		
2. For Dr. King, why is hope and optimism so important for civil rights activists to obtain their goals?		
3. What is Dr. King's dream?		

- The completion of the first graphic organizer helps students compartmentalize MLK's arguments in this speech.



This second graphic organizer allows students to take notes about key components with the use of images and words about this document through a storyboard. ELL students and struggling readers especially benefit from the ability to use words and images to construct meaning.



- This third graphic organizer allows students to examine key main ideas in this famous speech and then summarize the content material.

## Activity Two: Call to Action - The Ides of March

### CCRS:

*RL.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, video, or maps) with other information in print and digital texts.*

*W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Primary Source: *Death of Julius Caesar* by Vincenzo Camuccini -

[http://paintingandframe.com/prints/vincenzo\\_camuccini\\_death\\_of\\_julius\\_caesar-6298.html](http://paintingandframe.com/prints/vincenzo_camuccini_death_of_julius_caesar-6298.html)

- For this activity, the painting *Death of Julius Caesar* by Vincenzo Camuccini will be used. This painting depicts the assassination of Julius Caesar on the Ides of March. When choosing a medium that one believes will evoke emotion, the image must be vivid, shocking, and emotional. The *Death of Julius Caesar* shows Caesar in a position of vulnerability and clearly shows he is being overpowered by his attackers. Students should look at this and feel sorry for Caesar, angered at his being outnumbered, and outraged by the unfairness of the attack.
- However, some students, knowing the background knowledge behind the subject of the painting may feel the assassination of Julius Caesar was justified. Students should be allowed to choose which side they agree with, as long as they can defend it with evidence. For this exercise, allow students to choose a side. Either way, an emotion has been provoked. Then, a Call to Action perspective piece can be written.
- Using the image, students will write a paragraph where they will either call all Roman citizens to avenge the death of Caesar or support those who committed the murder. This perspective piece will require students to utilize persuasive writing.

### Benefits of “Call to Action” Perspective Writing

- “Call to Action” is a writing technique that is used to evoke emotion and an immediate response. It often involves using loaded language in order to persuade the audience to take a desired action. When using perspective writing, call to action pieces are effective because students must possess content knowledge and know how to use emotion to arouse the same response in the audience.
- This type of writing is in line with the College and Career Ready Standards. Students will use persuasive writing, which requires them to stake a claim and support it with evidence. In this writing piece, they are choosing a side, establishing a point of view, and using perspective writing in conjunction with the analysis of information text to support this point of view.
- Content knowledge is essential when writing this perspective piece, as is historical empathy. Students will need to take on the persona of a Roman citizen who thought Julius Caesar was going to be the savior of Rome or the perpetrator of Rome’s destruction. No matter the point of view, this perspective writing piece requires knowledge of Caesar’s military and political accomplishments. Students must also know

why Caesar's allies supported him and why his enemies would want him dead in order to argue a claim that has validity.

**Sources:**

<http://imgur.com/>

[http://paintingandframe.com/prints/vincenzo\\_camuccini\\_death\\_of\\_julius\\_caesar-6298.html](http://paintingandframe.com/prints/vincenzo_camuccini_death_of_julius_caesar-6298.html)

<http://www.gettyimages.com/detail/news-photo/sen-joseph-r-mccarthy-laughing-during-the-army-mccarthy-news-photo/50393369>

**Two: Call to Action**

*Death of Julius Caesar* by Vincenzo Camuccini -

[http://paintingandframe.com/prints/vincenzo\\_camuccini\\_death\\_of\\_julius\\_caesar-6298.html](http://paintingandframe.com/prints/vincenzo_camuccini_death_of_julius_caesar-6298.html)

"I came, I saw, I conquered." These are the words of our beloved Julius Caesar. The conqueror of the Gauls and the hero of the Roman people! Alas, he has been cut down in the prime of his life! Was this foul deed committed by the Gauls? By another foreign country? No! He was murdered by jealousy and conspiracy! Our beloved Caesar was assassinated by Roman senators who have sworn to uphold the law and claim to have Rome's best interests at heart. He was led like a lamb to the slaughter, deceived into thinking he was safe amongst his countrymen! What a tragic end for a great general and statesman; stabbed until his life's blood flowed like a river. Woe is all I see for the future of Rome if our great dictator's murder is not avenged! These evil men decided to commit their evil deeds for the good of Rome! Lies, I say! It was jealousy, not the desire to preserve the republic! People of Rome, take up arms against these villains! We are civilized, not barbarians like the defeated Gauls! These evil men would see Rome fall into murderous despair where we solve our disputes in such a savage manner! Hear me, countrymen! Julius Caesar's soul will not rest until his life has been avenged! Rome will not rest until this cowardly act has been avenged!

## **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 argumentative and persuasive language is that found in the Trial of Galileo Galilei.
- This speech that can be accessed from <http://law2.umkc.edu/faculty/projects/ftrials/galileo/galileo.html>.
- Evidence for other famous trials can be obtained from <http://www.umkc.edu/famoustrials/>.
- Students can complete a group activity with this evidence. Students need to create two storyboards: one for the defense and the other prosecution. In each storyboard, the group members need to capture in a chronological narrative the evidence for or against Galileo for the charges.
- The creation of the two storyboards allows students to summarize the key arguments from both sides with this trial.
- The teacher should float around the room to answer students' questions.
- After the groups create their two storyboards, the class needs to come back together for the sharing of these items. Students need to take notes while listening to their peers.
- The teacher should ask questions to get students to elaborate on the ideas within their storyboards.
- After this class discussion, students will return to their groups and write an opening argument for either the defense or prosecution.
- The length of this opening argument can be adjusted based on the writing skills of the students.

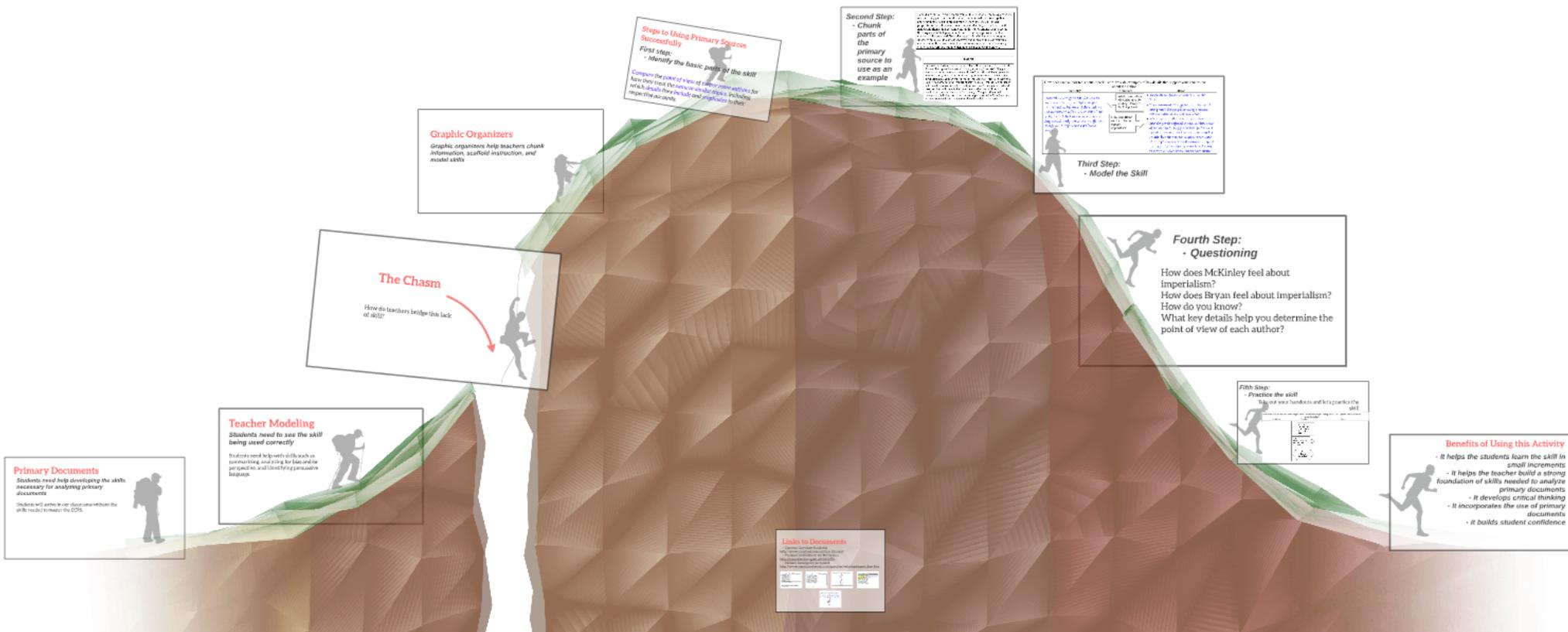
### **Example of Opening Statement for the Defense of Galileo**

Your honor, the charges against my client should be dropped immediately. He was not made aware of the accusations against him by the Church. His work falls within the tradition of other great scientists like Copernicus exploring the Creator's masterpiece. Why is it then that Galileo's work should receive such censorship? It merely extends the knowledge that has been accepted by experts throughout the world. Finally, my client is an old man at 70 years of age. His last years should not be spent toiling in jail especially since the gospel praises mercy and compassion.

- This activity lets students summarize both sides of this case and then make an argument using evidence for one of the two sides.
- Students must use evidence found on this website to form their opening statement.
- These opening statements can be performed in the classroom as can the court case.
- These processes can be replicated when studying other famous court cases.

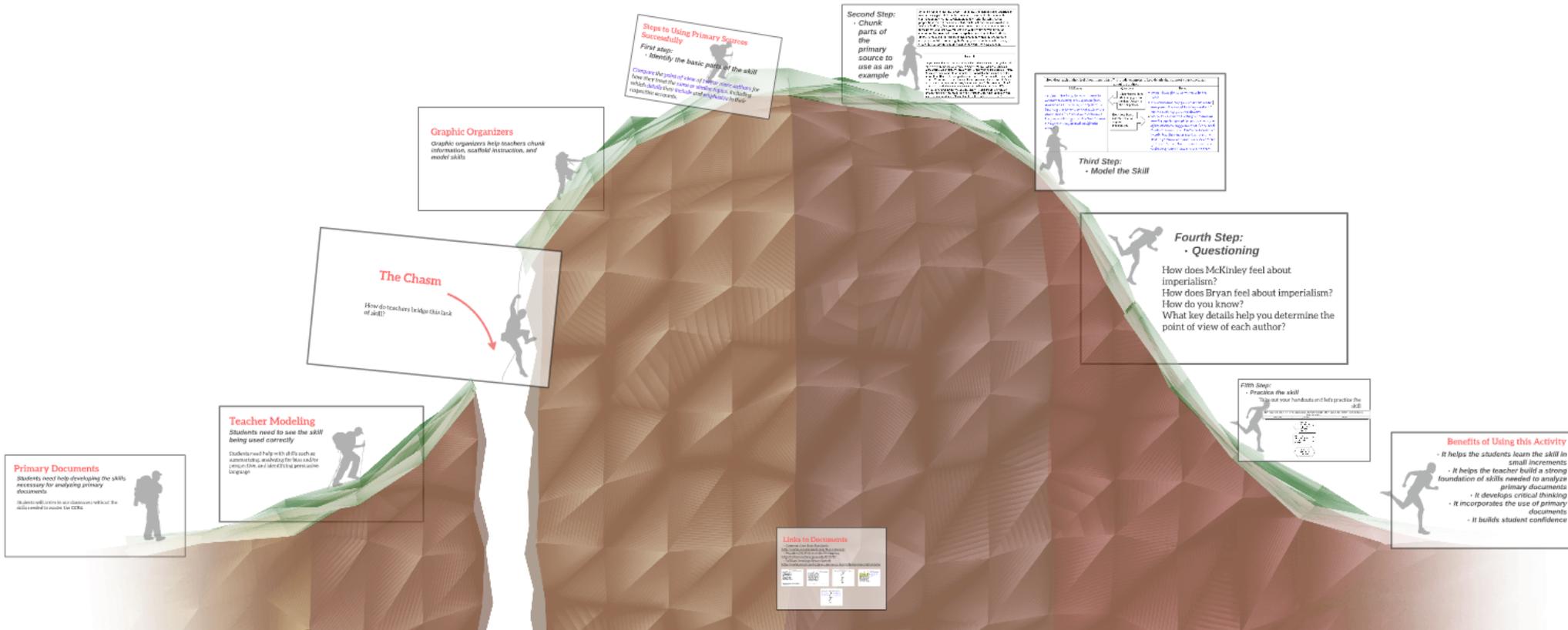
# Crossing the Chasm

## Breaking Down the CCRS



# Crossing the Chasm

## Breaking Down the CCRS



# 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

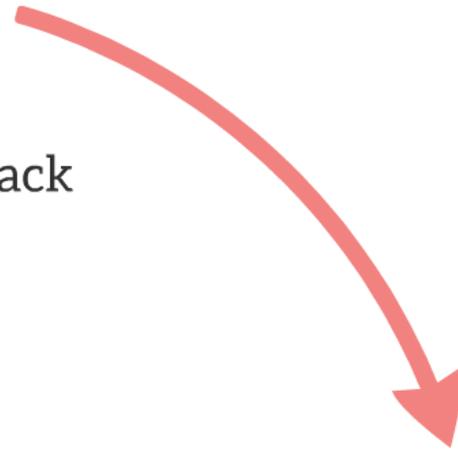
*Students need to see the skill being used correctly*

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***

*Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*



## ***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."

How does each author feel about imperialism? Provide examples of key details that support your conclusion about the author.

McKinley	Questions	Bryan
<p>I ordered him to go to Manila and to capture or destroy the Spanish fleet, and he had to; because, if defeated, he had no place to refit on that side of the globe, and if the Dons were victorious they would likely cross the Pacific and ravage our Oregon and California coasts.</p>	<p>What reasons does McKinley give for sending Dewey to the Philippines?</p> <p>How does Bryan use the Bible to oppose imperialism?</p>	<ul style="list-style-type: none"> <li>• Imperialism finds no warrant in the Bible.</li> <li>• The command, "Go ye into all the world and preach the gospel to every creature," has no Gatling gun attachment.</li> <li>• 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."</li> </ul>



## Third Step:

- **Model the Skill**



## ***Fourth Step:*** ***• Questioning***

How does McKinley feel about imperialism?

How does Bryan feel about imperialism?

How do you know?

What key details help you determine the point of view of each author?

***Fifth Step:***

***Practice the skill***

## ***Fifth Step:***

- ***Practice the skill***

Take out your handouts and let's practice the skill

How does each author feel about imperialism? Provide examples of key details that support your conclusion about the author.

McKinley

Questions

Bryan

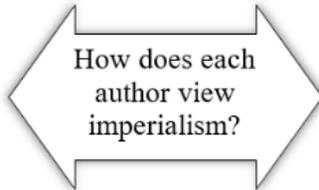
How did McKinley initially respond to the Philippine situation?



According to Bryan, what is the foundation of a republic?



How does each author view imperialism?



## **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

