

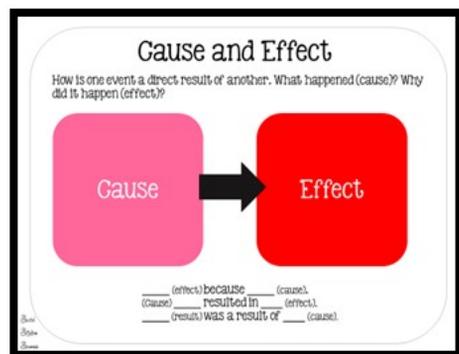
The Gilded Age

Primary Source Practice

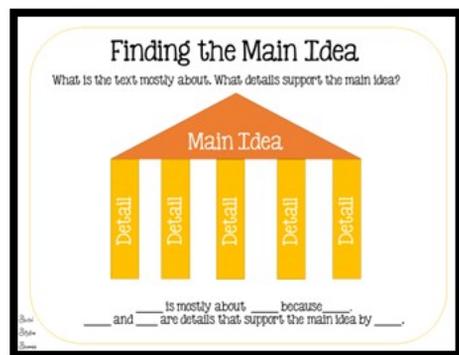


Primary Source Practice

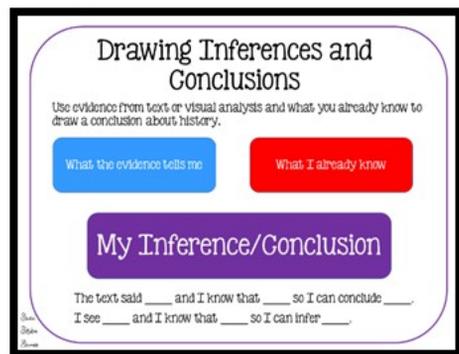
Students often struggle analyzing primary sources. The traditional strategies are not successful in helping students break down the thinking that is required for primary source analysis on state level exams such as the STAAR. The embedded skills in primary source analysis help students think through the different processes they will need to examine and analyze excerpts and images. After a careful analysis of test released questions, I have determined that a majority of primary source test items are dependent on four specific Social Studies skills. I have created graphic organizers to help students think through each of these four specific skills:



This particular skill appears in two ways on the STAAR; both the causes and effects of a primary source event. To help students think through the process of analyzing the cause and effect of primary source events, I have developed two different graphic organizers that show both events leading to a cause, and the effects of a cause.



Finding the main idea is a skill often associated with reading primary source excerpts. Students are required to read the excerpt and identify the topic prior to answering a specific question about the primary source. These graphic organizers will help students find the main idea in order to answer subsequent questions.



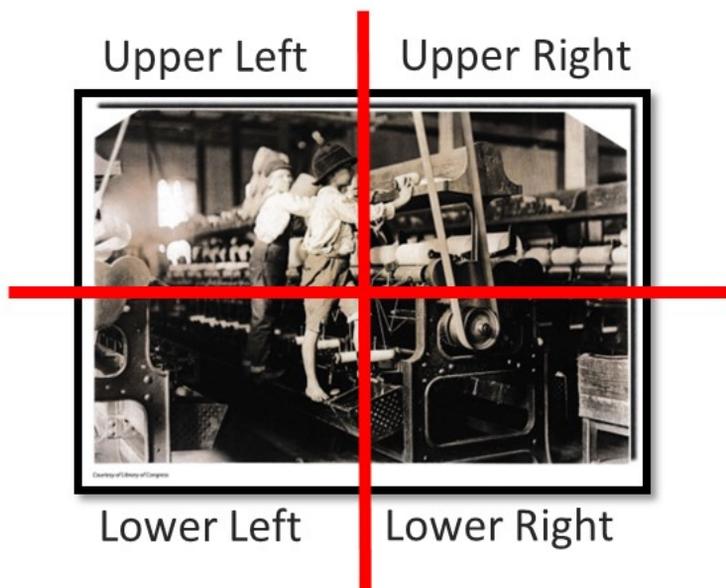
Creating an inference and drawing a conclusion are actually two different discrete skills that are often associated together. They require different methods to practice each skill. Each of the graphic organizers I have designed will help students either create an inference or draw a conclusion.

Primary Source Practice

The first step of introducing *Primary Source Practice* is to MODEL THE THINKING that is involved with analyzing a primary source. Explain to your students that analyzing a primary source is based on specific thinking skills and if they can recognize the skill, the primary source will become easier to read and analyze. Project one of the *Primary Source Practice* pages and model step by step how you would analyze the source. Ask questions as you model, so that your students can help you complete the graphic organizer. Use these *Primary Source Practice* pages towards the end of your unit. The more background knowledge your students have on the topic, the easier these will be for your students to analyze.



For the image analysis, I have included both a large image for you to project, as well as the smaller image in the graphic organizer. Practice examining the image by breaking it down into smaller quadrants. Look at the upper left, the upper right, the lower left, then the lower right. Ask questions about what they see in each portion of the image.



Main Idea

Who was involved?

What is happening?

Primary Source

"Today three-fourths of New York's people live in the tenements... We know that there is no way out; that the 'system' that was the evil offspring of public neglect and private greed has come to stay, a storm-centre forever of our civilization.

Nothing is left but to make the best of a bad bargain."

Jacob Riis, *How the Other Half Lives*, 1890

When is this occurring? What era?

Where is this taking place?

PREVIEW

Main Idea

What is the main idea of the primary source?





Bandits Roost, 59 ½ Mulberry Street (1888) by Jacob Riis, from *How the Other Half Lives*. This image is Bandit's Roost at 59 ½ Mulberry Street, considered the most crime-ridden, dangerous part of New York City.

Cause and Effect

Causes of Primary Source

What are the causes of the event identified in the primary source?

-
-
-
-

Primary Source



Bandits Roost, 59 ½ Mulberry Street (1888) by Jacob Riis, from *How the Other Half Lives*. This image is Bandit's Roost at 59 ½ Mulberry Street, considered the most crime-ridden, dangerous part of New York City.



START HERE

Content Analysis

Who was involved? What is happening? When is this occurring? Where is this taking place?

PREVIEW



Summary

How can you summarize the primary source in 1-2 sentences?

Main Idea

What is the main idea of this primary source?

Final Question

What is the relationship between the primary source its causes?



Primary Source Practice

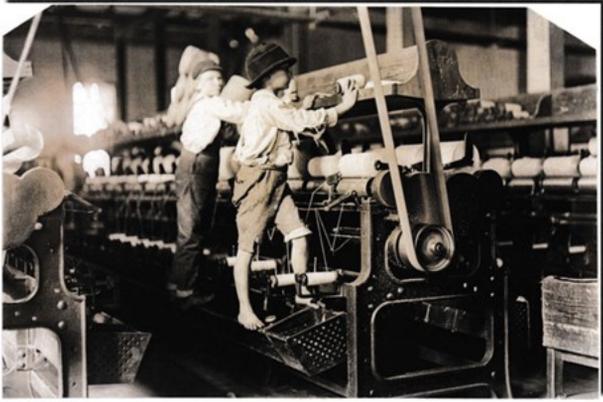


Courtesy of Library of Congress

488 Macon, Ga. Lewis W. Hine 1-19-1909. Bibb Mill No. 1
Many youngsters here. Some boys were so small they had to climb up on the spinning frame to mend the broken threads and put back the empty bobbins.

Cause and Effect

Primary Source



Courtesy of Library of Congress



Content Analysis

Who was involved? What is happening? When is this occurring? Where is this taking place?

Effects of Primary Source

What are the effects of the event identified in the primary source?

-
-
-
-

PREVIEW



Main Idea

What is the main idea of this primary source?



Summary

How can you summarize the primary source in 1-2 sentences?



Final Question

What is the relationship between the primary source and the effects?

Creating an Inference

Primary Source

And shortly afterward... a physician, made the discovery that the carcasses of steers which had been condemned as tubercular by the government inspectors... were left upon an open platform and carted away to be sold in the city...

-Upton Sinclair, *The Jungle*, 1906

Content Analysis

Who was involved?

What is happening?

When is this occurring?
What era?

Where is this taking place?

Explanation
What does this primary source mean in my own words?

PREVIEW

Background Knowledge

What do I already know about this era? The people who are involved? The events that are being described? The actions that are being described?



Creating an Inference
Based on the information I have analyzed, I can infer...

Drawing a Conclusion

Primary Source

All who recall the condition of the country in 1890 will remember that... the country was in real danger from another kind of slavery...that would result from the aggregations of capital in the hands of a few individuals and [businesses] controlling, for their own profit and advantage exclusively, the entire business of the country, including the production and sale of the necessaries of life.

-Supreme Court Justice John Marshall Harlan, 1911

Content Analysis

Who was involved?

What is happening?

When is this occurring?
What era?

Where is this taking place?

main idea
what is the main idea of the primary source?

PREVIEW

Explanation
What does this primary source mean in my own words?



Drawing a Conclusion

Based on the information I have analyzed, I can conclude....



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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidnitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.
-Wexler *The Knowledge Gap*



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success[®] with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question, or would you like to purchase a license for your district? You can reach Dawn [here](#).

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