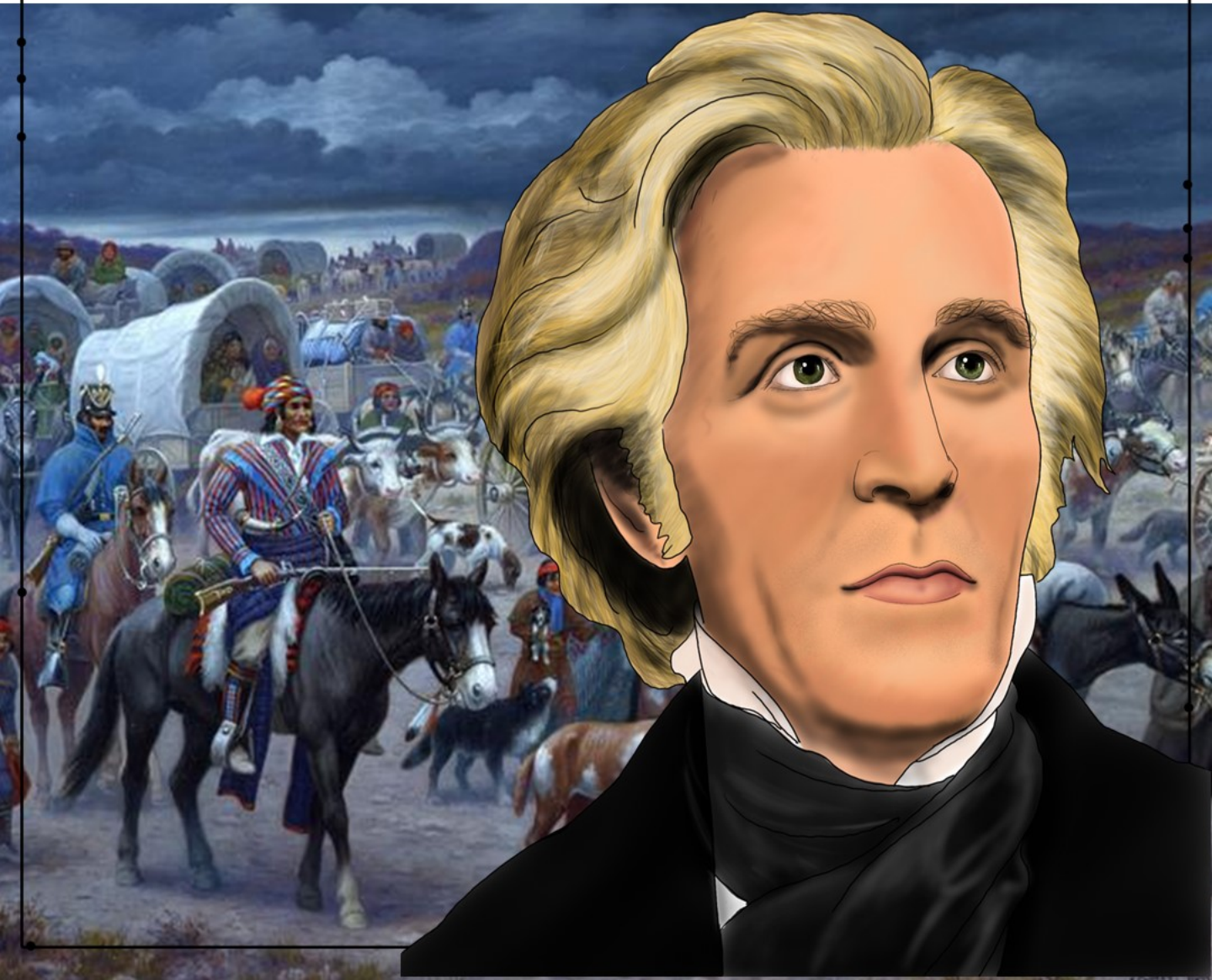


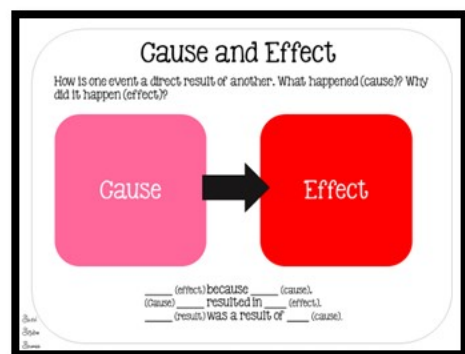
Age of Jackson

Primary Source Practice

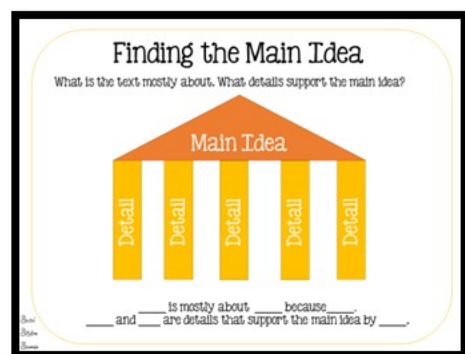


Primary Source Practice

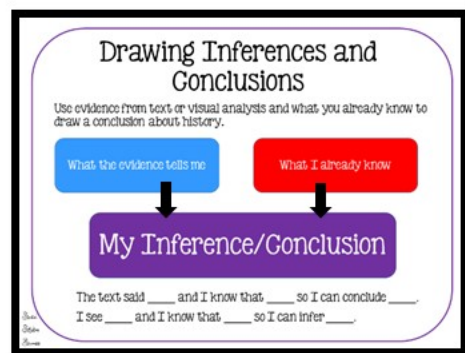
Students often struggle analyzing primary sources. The traditional strategies are not successful in helping students practice the thinking that is required for primary source analysis on state level exams such as the STAAR. After a careful analysis of test released questions, I have determined that a 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: **cause and effect**, **main idea**, **inferencing**, and **drawing a conclusion**.



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 the 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.



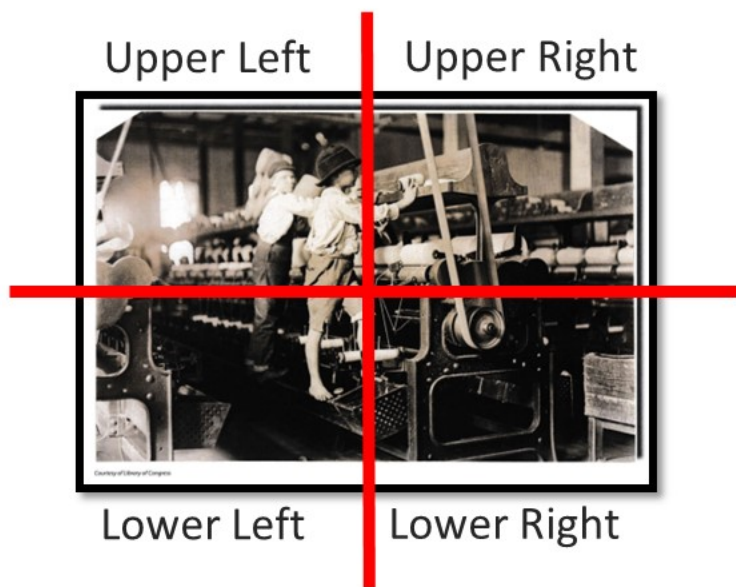
Creating an inference and drawing a conclusion are actually two different discrete skills that are often associated together. They require different methods to practice each skill. Each of the graphic organizers I have designed will help students either create an inference or draw a conclusion.

Primary Source Practice



The first step of introducing *Primary Source Practice* is to MODEL THE THINKING that is involved with analyzing a primary source. Read the primary source excerpts to your students and define any unfamiliar words. 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 the primary sources 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?

The duties of all public officers are, ...so plain and simple that men of intelligence may readily qualify themselves for their performance; and I can not but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience. I submit, therefore, to your consideration whether the efficiency of the Government would not be promoted, and official integrity and rectitude better secured by a general extension of the law which limits the tenure of office to four years.

PREVIEW

-Andrew Jackson to the Congress, 1829, introducing the Policy of Rotation (Spoils System)

When is this occurring?

Where is this taking place?

PREVIEW

What is the main idea of the primary source?

Cause and Effect

Causes of Primary Source

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

-
-
-
-
-
-

The Majority opinion of the Supreme Court in the case of Worcester v. Georgia 1832 as written by John Marshall, Chief Justice.

"...treaties and laws of the United States contemplate the Indian territory as completely separated from that of the states....The Cherokee nation, then, is a distinct community occupying its own territory in which the laws of Georgia can have no force."

"Worcester v. Georgia."

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?

PREVIEW

Final Question

What is the relationship between the primary source and its causes?

Drawing a Conclusion

"I consider, then, the power to annul a law of the United States, assumed by one State, incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution, unauthorized by its spirit, inconsistent with every principle on which It was founded, and destructive of the great object for which it was formed...Disunion by armed forces is TREASON."

-Proclamation issued by President Andrew Jackson on December 10, 1832

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...

PREVIEW

Primary Source Practice



Drawing of Andrew Jackson's first reception at the White House from *The Playfair Papers*, 1841

"The surging crowd made mingling impossible, and a people pushed toward Jackson and lunged toward refreshments, the collided with fragile furniture and shoved servants laden with punch bowls and trays of food. Waiters trying to maneuver with a large bowl of ...punch crashed into a crowd and spilled it all on the carpet."

Whitehousehistory.org

PREVIEW

Creating an Inference



"The surging crowd made mingling impossible, and a people pushed toward Jackson and lunged toward refreshments, the collided with fragile furniture and shoved servants laden with punch bowls and trays of food. Waiters trying to maneuver with a large bowl of ...punch crashed into a crowd and spilled it all on the carpet."

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...

PREVIEW



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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.
-Seidlitz'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](#).



Social Studies Success

REVOLUTIONIZING SOCIAL STUDIES INSTRUCTION