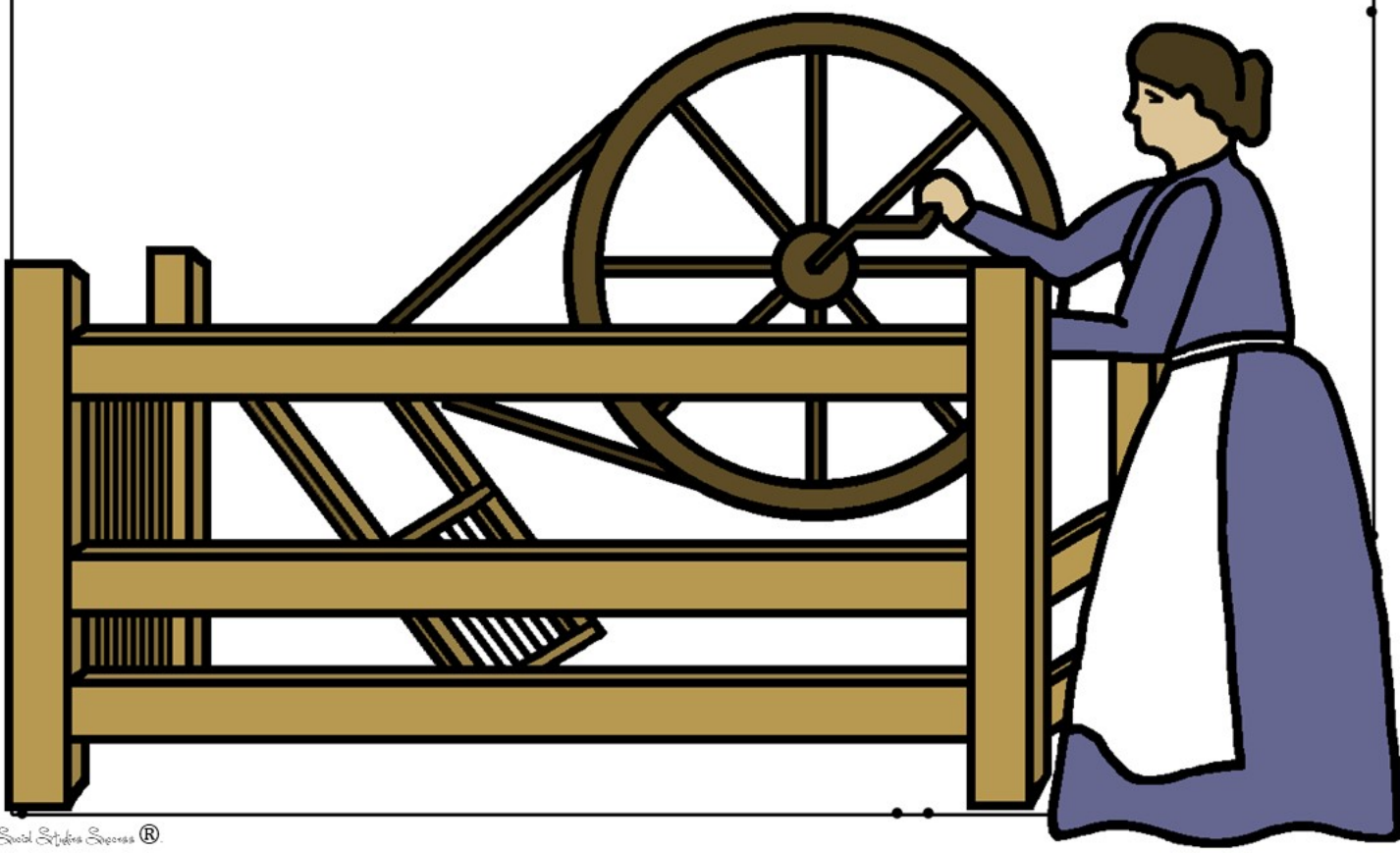


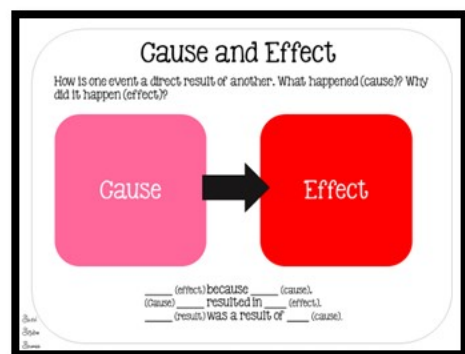
Industrialization and Immigration

Primary Source Practice

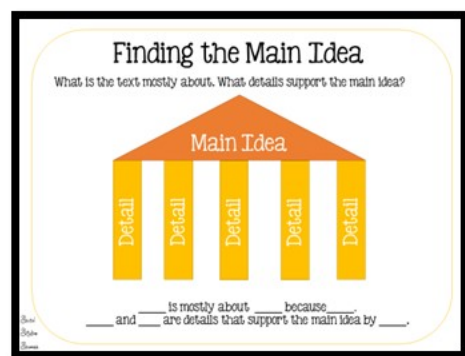


Primary Source Practice

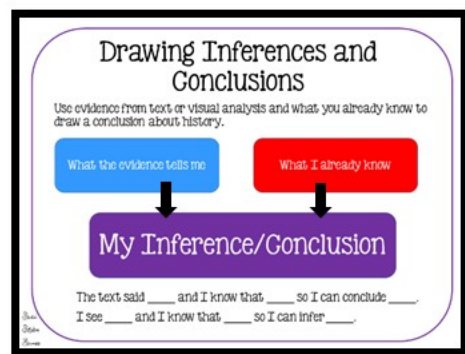
Students often struggle analyzing primary sources. The traditional strategies are not successful in helping students practice the thinking that is required for primary source analysis on state level exams such as the STAAR. After a careful analysis of test released questions, I have determined that a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



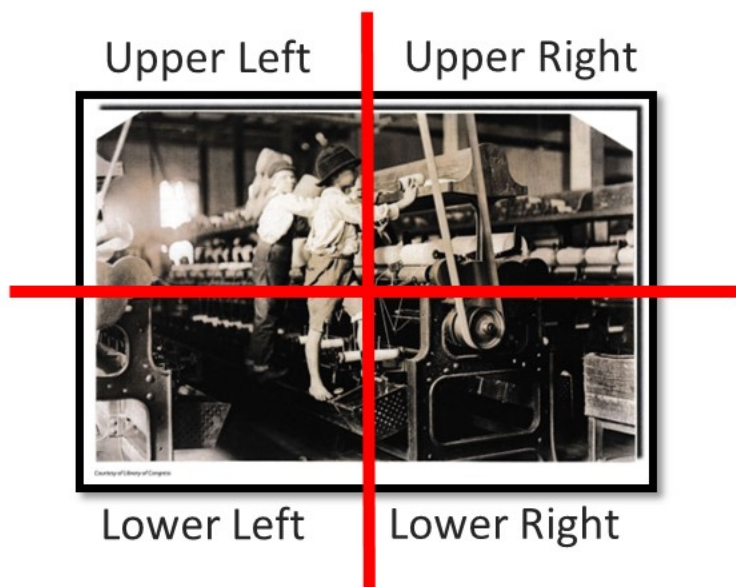
Creating an inference and drawing a conclusion are actually two different discrete skills that are often associated together. They require different methods to practice each skill. Each of the graphic organizers I have designed will help students either create an inference or draw a conclusion.

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.



Primary Source Practice



1850s Anti-immigrant cartoon showing two men labeled "Irish Whiskey" and "Lager Bier," carrying a ballot box

PREVIEW

Main Idea

Who was involved?

What is happening?



PREVIEW

When is this occurring? What is the context?

Where is this taking place?

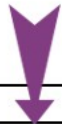
PREVIEW

Main idea of the primary source?

Cause and Effect

Primary Source

"One man and a horse will do more than fifty men with the old machines,"
Eli Whitney writing to his Father about his new larger cotton gin



Content Analysis

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

PREVIEW



Main Idea

What is the main idea of this primary source?



Summary

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



Effects of Primary Source

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

-
-
-

PREVIEW

Final Question

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



"...there is no trade of any kind doing nor no money in the country went is gone to America from every one that can go to America is going this year as there is no prospect of any thing here but poverty and distress ...without money dear John wither regard to the rates of provision they are as follows bacon is per pound butter 1-3s per pound ...best flour 3s-8 ...I need not mention potatoes by any chance as we have none for now you see how hard it is to live here..."

-Hannah Curtis,
A Letter from Ireland Tells of the Suffering
Caused by the Potato Famine

Cause and Effect

Effects of Primary Source

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

-
-
-

Content Analysis

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

PREVIEW

Main Idea

What is the main idea of this primary source?

Summary

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

PREVIEW

Final Question

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



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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](#).

