

Making Primary Sources Accessible

This webinar is titled 'Making Primary sources Accessible.' Welcome, and let's get moving. My name is Kara Knight. I work here at the Minnesota Historical Society and teacher education and I'm also the project director for the Inquiry in the Upper Midwest Grant Project which this webinar is a part of. Before I worked at the Minnesota Historical Society, I worked for six years as a teacher of U.S. history and U.S. government at, the largest part of my tenure for five years I worked at a school that hosted a lot of foreign exchange students. Our students were 90% foreign exchange, which means they were 90% ELL. And we had English learners from the very lowest level, all the way to fluent in multiple languages. So, I'm hoping to draw upon that experience a little bit this evening to touch upon this idea of how to make primary sources more accessible for our students.

The Inquiry in the Upper Midwest Grant is funded by the Library of Congress' Teaching with Primary Sources Grant Consortium. So, it's a member of their consortium. Their objective as a large organization is to try and get primary sources into as many classrooms as possible. And our role in that is to deliver curriculum and professional development for teachers in Minnesota and Wisconsin with a focus on inquiry, primary sources, and culturally relevant pedagogy. We do this through multiple different features of our project. Right now, we're running regional workshops across Minnesota and Wisconsin where we're talking about inquiry and culturally relevant pedagogy and using primary sources to support both of those frameworks. We've visited Green Bay, St. Paul-obviously...and we've also visited Duluth and Thief River Falls and just had St. Cloud last weekend. We were in Rochester a few weeks ago. So, those workshops are going on throughout this school year. We're also doing webinars; this is the first of four that will occur sometime before the end of September. We also have on our website some instructional materials, including a video series about culturally relevant pedagogy. We're also doing classroom observations, district in-service professional development in partnership with districts, and summer institutes.

So, the goal this evening is to answer that question of how can we make primary sources more accessible. We're going to look at differentiation strategies to support inquiry using primary sources. The weblink that you see on your screen is the link that will take you to the slides that I'm using for this presentation. Be aware that the link is case sensitive, so IUM needs to be capitalized, the W of Webinar needs to be capitalized in order for it to work. It will bring you directly to these slides and you can kind of follow along. I encourage to do this because, you can follow along as I talk and you can click on the links that I've included and, you know, look into where all the primary sources come from; all of the primary sources will be linked and so you can kind of explore those resources with a little bit more detail, as we go on.

So, the Library of Congress describes primary sources as the raw materials of history. So, 'original documents and objects which were created at the time under study'. Ithaca College Library describes primary sources as 'direct or firsthand evidence about an event, object, person, or work of art.. So,

again, seeing a lot of those same words that you guys offered up as well. 'An actual item that has survived from the past, such as a letter, photo, tool, or article of clothing'; that is from the Minnesota Northern Lights textbook. And 'primary sources are materials directly related to a topic by time or participation'. I wanted to gather multiple definitions together to kind of show that there's a lot of similarities in these definitions, but there's also, you know, small details that would be different to corroborate that evidence-you know, we're all about corroboration here in history. So, we'll talk a little bit more about corroboration later. So, just want to make sure that we're all on the same page when I say primary sources, I want to make sure everybody is understanding the same kind of idea; something that's from the time and is authentic or created by somebody who was there and witnessed whatever the top is that we're studying.

Now that we have an idea of how this interactive slide works, I wanted to ask you another question that I think it really important when we're talking about accessibility of primary sources: I wanted to know what barriers you perceive, or have, incorporating primary sources into your class. I know there's a lot of different things that might affect folks in different classroom contexts and everybody has different students. Some folks saying language is difficult to parse out. Students have very low reading levels, so it can be difficult to access some of those more complex or more archaic texts. I know for my, I mean, when you look at especially like the founding documents like the Declaration of Independence and the Constitution which are so central to the idea of United States history and the United States civics, it is so difficult to read those, because those guys loved to talk. Cursive, absolutely, becoming a pretty...a much rarer skill. And period vocabulary. And Alex says in the chat that, you know, they used different letters or might have used different spellings; F's instead of S's, that kind of thing. Sometimes the context and background knowledge can be really prohibitive to allowing students to figure out what on Earth they're looking at, right? Sometimes it can be frustrating. Students don't always pick up on that historical context, right? We'll talk a lot about contextualization as one of the disciplinary literacy skills. Yeah, and some of those primary source documents are not politically correct in today's standards and use outdated language or offensive language, which use to be perfectly acceptable in polite company, but now, you know, requires us to take time to explicitly unpack with our students. Great.

So, I did a survey about this a few years ago and these were some of the results that people gave to what is difficult about using primary sources. And a lot of folks said that the reading level was too difficult for their students. But there was also kind of, again, a lot of these things that you guys also mentioned. Lack of context. Some people felt like it took too much prep time to get these sources in a place where they were accessible to students. It was difficult to differentiate them. Many folks felt like that the sources they had presented to students were not engaging or relevant and students were having a hard time feeling like, 'Why do I care about this? Why should I care?' A lack of critical thinking skills to really analyze and make sense of documents. And then not enough class time. So, these are some of the things that a lot of folks are struggling with and have to kind of contend with when bringing primary sources into the classroom.

To kind of pivot a little bit, the inquiry process is part of the National Council for the Social Studies' national standards that they created called the C3 framework. If you're accessing the slides, if you

actually click on this graphic at the bottom of the screen you can click on it and it will be a link to the national standards. The inquiry process is a framework to help think about the ways that we can use primary sources to have authentic historical investigation experiences with students. This is one way to address that engagement irrelevance piece. Rather than presenting students with information that they then absorb, internalize, and somehow repeat back in an assessment, the inquiry process engages them in a process of investigation. I think that this inquiry process is pretty familiar to anybody who's been in a school with a STEM initiative or folks who do History Day. The first thing that a student will do in an inquiry process, or that a classroom will do, is that we ask questions. The Right Question Institute-and I'll kind of write that in the chat boxes, as well-but the Right Question Institute is an excellent resource for strategies to help teach students how to ask good, deep questions. The second step is to find sources. This can be really difficult for us as teachers to find sources that are accessible to our students and to help them access information in a way that's differentiated for the many different students in our classroom. Analyzing sources is also one of those things that takes practice over time. Right so, this inquiry process isn't something that we just do and then we're like, 'OK, we did it now we're done. We know how to do it.' It's a practice. It's something that we do over and over again and support students and scaffold really highly at the beginning and slowly take away those scaffolds as students become more adept at doing this process. The final step of the inquiry process is to act, to communicate or act upon the information that students have found. And, I think, especially if you're having students ask questions, having them take action at the end; those two steps really have a strong relationship with each other for success. The more that students are asking the questions, the better that their going to be able to see the relevance of the information that they gather and apply it in a way that is meaningful to them-to take action. Action can be one of the more difficult steps of the inquiry process just by virtue of the fact that schools in a broad sense tend to prioritize order over, kind of, liberty and this idea of being able to change and influence your environment.

So, one of the things I was thinking about as I was putting this together was, I was thinking about what kinds of sources we might tend to be familiar with. And I tend to kind of gravitate towards founding documents, because they are so difficult to read. But, in honor of Black History Month, I thought I would grab the 'I Have A Dream' speech from the March on Washington in 1963. The text of this primary source is long, it's dense, and it definitely has a pretty specific context that students may not really understand without some pre-teaching. In addition, the language that's used is very difficult for many students, so I started thinking about what would I need to help students of lots of different levels be able to access this text. One way to think about it, and I'm sure many of you have done this when teaching this kind of document, is to play the recording of the speech while we're reading along and then you can kind of hear the way that he says the words and you can kind of get that emotional sense of these words and what it meant to people who were there and a little bit closer to what that experience might have been like...building that empathy. But I think there a lot of other ways you can use primary sources to get at the same ideas, what is the dream, what is the purpose of this march on Washington, in other ways to establish that context. For example, you can use photographs of protest signs. I think these photographs and these signs are really clear about what they are marching for, like they're really clearly saying, 'We march for integrated schools now,' 'We demand decent housing,' 'We want equal rights.'; These are the things that we want. We're being really clear here. They're very organized. Another photograph here, you can see all of the folks with their signs and all of the different causes that are being wrapped up together in this larger Civil Rights Movement. I love this button,

because it has the name of the entire march-not just the March on Washington, but the March on Washington for Jobs and Freedom, which again helps us connect to what the objective was for this day. What they were there to do.

Whenever I'm talking about making primary sources or texts more accessible News ELA, or Newsela always comes up. I'll type it into the chat box here. Newsela has a really robust collection of primary sources. And if you haven't used it before, the website basically puts together texts and then creates leveled versions of the texts. So, when you're on the website you can drop that down and change the difficulty of the text, so that you can differentiate between your different levels of readers. And you can even have it translated into Spanish for newcomer students from Spanish speaking countries. So, they have the 'I Have a Dream Speech' on there, so that's another way to take a look at that primary source.

Oral histories are also excellent. If you're in the slides, you can click on these pictures and they'll take you to where those sources came from. This particular photograph is taken from a collection of oral histories from people who were at the March talking about what the March meant to them and what their experience was like. So, another way to really establish that context. And I love broadsides. It's not just the newspaper article confined, right, so not just this brief article here, right, but in context, again we can start to look at the context of this event by looking at the whole front page of the newspaper and being able to see what else is going on at the time.

So, there's just a few ideas and a kind of overview of some of the different ideas and strategies about primary sources. Because primary sources are very accessible. Different types of primary sources are appropriate for different age and ability levels. We're not just talking about dense political documents, like speeches or like legislation or Supreme Court decisions. We're also talking about the fine arts, music, propaganda, and cartoons, and legal documents, photographs, newspapers, all sorts of these different ephemera and artifacts. All of these are ways we can bring history alive for our students.

And primary sources are accessible in that all students can analyze primary sources with varying levels of support. Last year we visited a kindergarten classroom in Grygla, Minnesota where the teacher was showing his students this photograph of this toy Halloween display in a store window. And students were just simply going through identifying what they saw in the image. And the teacher would write down what they saw on a post-it note and hand it to the student and the student would walk up with their marker and they would write the word. So, they were practicing their letters and their handwriting and their spelling while they were analyzing this source.

From a language and literacy lens, if we're going to scaffold and support students working with primary sources, we need to think about what language skills they need in order to communicate with us about their learning. I don't know about you, but my experience as a student when it came to analysis, I was not explicitly taught how to analyze things. I was just asked to do it over and over and over again, and I was assessed over and over and over again. And by looking at the feedback and trying to figure out how

on Earth do I get an A in this, I figured it out. But I wasn't explicitly taught how to analyze things. So, it was difficult for me as a teacher to figure out how to teach students how to analyze things, because I had not had an explicate education in how to do that as a student. So, one of the things I learned from our English language specialist at the school was about how students communicate. They speak and they write when they're telling us about their learning. And they listen and they read when we're trying to give them information. So, if we're thinking about those different modes of communication, how do we support that ability to absorb and take in that information and then to communicate back about what they've learned, if we want them to analyze things. So, the strategies that I put together for this presentation have a lot of connections to these skills.

I am also connecting to disciplinary literacy in history education. We've talked a lot about these things already; contextualization has come up, corroboration has come up. These are just the kind of practices that we use to investigate primary sources and to analyze them and to draw conclusions based on the evidence. Sourcing is all about reading for perspective and looking at a document to figure out where it came from. Contextualization is about reading for context and figuring out what was going on at the time and how does this event interact with other events and things. (*If you can hear that knocking, it's my son. He's trying get at me. He's very upset. No worries.*) Corroboration, of course, at looking for reliability and reputability. This couldn't be more relevant of a skill at this time. Everybody's talking about fake news and figuring out how we get and teach our students to figure out what in this vast internet of information is true and what is not so true. And then close reading-reading for persuasion and reading, again, to figure out what this person at this time was trying to say and to really like pull out and parse out that perspective.

So, let's get started-let's take a look at some of these strategies. The first source I wanted to show you as an example is a propaganda poster from 1943. And we're going to source this document. We're just going to look at who made it, why was it made, where was it made, when was it made, right, using those 5 W's. And then we're going to use that information to start to draw some inferences about the author's perspective. I've created a graphic organizer and if you click on the link within the slides, it will take you to a document that has all of the graphic organizers. And I'll send this link out in the group chat as well. So, you can access that and use it and you can make a copy, you can edit and change it up and do whatever you need to make it work for your classroom. Some other ways that you might differentiate support, in this graphic organizer I use sentence stems, which you will soon see is one of my favorite strategies. I love sentence stems. I will talk to you all day about sentence stems. Some other further support could include a word bank, some different sources based on different reading levels, fewer questions really zoning in on those questions that are most important to understanding the document moving forward. And students can use their findings to compare perspectives among multiple documents.

So, this is what the graphic organizer looks like: who created this, what is the main message?. We can look at document and we can gather a little bit of information. We maybe can answer the second question, but it's really difficult to answer these questions without contextual information. So, I will click on this link and can click on this link as well. Every image is linked to its source. And I can take a

look at this document with its contextual information attached. So, it's called 'Americanos Todos: Luchamos Por La Victoria' or 'Americans All: Let's Fight for Victory.' My Spanish is un poco. We've got an artist's name: Leon Helguera. I'm probably saying that wrong. And also, the publisher is the U.S. Government Printing Office, so we know this is a U.S. government created poster. I can see that it's from California, because it's from the Calisphere online archive. And so, it was made in 1943. If I look back at my questions, I can answer the first question, the second question probably, the third and fourth question; I could say California, but definitely in the United States. Why was it created-I can start to kind of figure out, but I might need a bit more context to understand this. So, one of the things that I did while I was preparing for this was, I just tried to figure this out. I was like 'California', searched 1943, 'What was going on in California in 1943?' And it was really interesting in Wikipedia they have a category for this and can see all sorts of different articles. And I found the Zoot Suit Riots, which were a series of conflicts in June of 1943 in Los Angeles, California where American servicemen got into a big conflict and beat up a bunch of Mexican-American youths and other minorities over wearing zoot suits, which are these big, as you can see in the photograph, giant suits that are really oversized. The article goes on to talk about how, you know, fabric...using all this fabric was considered unpatriotic, because fabric was being rationed and that there was a lot of [*Thank you, Thank you, Alex*]. There was a lot of racism against Mexicans and Mexican-Americans at this time, so set within that context we can start to really see what this poster is really trying to get at here. Really trying to prioritize things, you know, now I can kind of start to figure out, why was this poster created. In response, perhaps, to the Zoot Suit Riots; you can think about the U.S. government wanting to encourage folks in the communities near the border to ensure that people are getting along, their focused on the war effort, not focused on these internal conflicts.

So, those are the questions that students are kind of looking at. I created a bunch of sentence stems for them to dig into those questions more deeply. I think sentence stems are really helpful for any student, regardless of their language level or their developmental level. I think that these are just really good tools for everybody, because it teaches students how to write and to write well. So, like, if I were to say, 'Who created this?' and I didn't have that sentence stem there, I'm pretty sure most everybody would've written the name of the person. They wouldn't have written a complete sentence. I can start to create a culture in my classroom around writing in complete sentences, writing completely, and practicing good writing skills, within this kind of context by providing that model. But then I'm also not telling them the answers; I'm just providing a structure within which they need to create answers. For the main idea or message, instead of jotting down a few ideas, now I'm asking them to identify what the main idea is and to explain how they know that based on the evidence in the document.

When I go down to the perspective, I'm thinking about how do I answer that question. If I'm thinking about just a general author, what's going to influence their perspective is their role in society or their place in society. So, I'm thinking about social status markers that might include income, race, or gender, ethnicity, sexuality, ability, religion, occupation, all of these different things, and more. In this case, the author or the publisher, more importantly the publisher, but also the author. The author has a Hispanic sounding name, which could suggest part of his perspective, but the publisher is really the driving force as to the content this poster, so I'm thinking of the author as the U.S. Government Publishing Office. And they are very clearly interested in the government intentions and the war effort, right? So, I know

that that group's identity, or their function, is deeply influencing the message that their trying to send to people. And then for the reliability question, I could have asked, 'Is this source reliable-why or why not?', but then that is a yes or no question, so I'm going to get a lot of 'Yes' and a lot of 'No' and like, 'Because it's propaganda' or like, you know, some of these really abbreviated responses that can be frustrating. You're like, 'Just answer the question completely-please. Somebody please just use a proper noun.' I find that students always say 'they' or 'him' and I'm like 'Who are you talking about?' So, by asking to what degree is it reliable, I'm providing a sentence structure for them to understand what I mean by that. I don't necessarily have to explicitly teach what I mean by 'to what degree.' I don't necessarily have to teach how to answer that kind of question, because I'm providing this structure and I can kind of help lean on that structure and that will save me a little bit of time. And then students can practice that and as they practice this throughout the school year, you start to pull away some of these scaffolds. The sentence structures are less frequent or are there's less information, less broken up, right, for them. So, in this sentence stem their answering the question 'The source is most likely' and now they kind of have to be more complicated in their response. It's not just yes or no now. It's not at all reliable, a little reliable, somewhat, mostly, or completely reliable. Now they have to add some complexity here and they have to justify. I think this an important thing to do, because when you ask students if something is reliable and they say yes, they're like 'Yes! It's perfect! All true! 100% true!' and we can trust it and they just kind of take everything it says for granted. And if they say it's not reliable, they're like 'It's garbage, it's trash! It's all lies,' and they just throw it out the window. So, I think teaching them that contingency is helpful to allow them to start to see the complexity of perspective and to see that perspective doesn't necessarily mean that everything is right or wrong, which is a long practice and process.

Are there any questions at this point about this example or this structure? [*pauses*] Seeing none; I shall proceed.

Contextualization was something that came up when we were talking about the barriers to using primary sources in the classroom. So, one of the strategies that I mentioned in the introduction was using broadsides, using like the whole front page as a primary source to take a look at an event in context. I think a good way to do that is to use local sources. So, if you're from Bemidji, you would use a newspaper from Bemidji to talk about this national idea of the end of World War I, which is the source we're going to take a look at here in a second. Things that students should be able to do in terms of doing this disciplinary literacy skill of contextualization, is that they should understand how context impacts a document's content, so seeing those connections can seeing those can help them understand why the author is saying what they're saying and why that's important to them or what their messaging is and how they communicate. That context is a huge part of making sense of a document. And then understanding that documents are a product of their time, you know, we can have some opportunities to unpack some of the things that were going on at the time that might seem weird or offensive or unacceptable in our current time. And then we can start by naming the document's time and place. And then in groups, students will in this strategy...they'll be speaking, so we're going to provide some support for them to speak and to talk about the document. And so, they can use these talking chips to complete some sentences out loud. I think that this is a good strategy as well, to hold some students accountable. I don't know about you, but when I was in school, I was the kid who talked the whole time. Shocking, right? Can't believe it. And then there's also students who don't want to talk, you know, and

their shy or they feel uncomfortable or that they just communicate better in writing. There's lots of different contingencies here, but we've got to practice all of those different types of communication.

So, we've got a document here and I'm not just sharing the main article of, talking about the Armistice of World War I and the end of the War, but I'm giving it in context of the newspaper. And it's a really fun source, because when you click on the link it is from the Chronicling America website from the Library of Congress. So, you can actually go on this site and search by keyword and it will search all the words in all of the newspapers that were ever scanned and digitized into this collection. Outrageously cool. I love this one though, because not only do we have the kind of United Press correspondent's story about the end of the war, but we can also see how a community is being impacted by it. So, 'The Pioneer gives Bemidji News of the Armistice' and so they talk about how Bemidji responds to the message that the war is over. And over here, 'Bemidji Now Has a New Liberty Bell'; this article is about how they hit the fire bell so hard that they put a crack in it, because people were so excited. Schools are closed for a while, who knows when they'll open again. Sounds like winter in Minnesota, right? It's actually November, I believe, when the Armistice occurs; yeah, November 11, 1918. So, we can start to see not just what happened, but what it means to people in a community, which I think is super exiting. It helps create that context for students to discover.

Some the language in the newspapers are difficult to read, so depending on what you want them to do and how deep you want them to go, you may have to help support that, by supporting with experts or highlighted places where you want them to look-you know you could highlight pieces of it. Giving more vocabulary support, that kind of thing.

So, I wanted to take a minute to just try this out, this strategy. So, 'When this document was created life was different, because...', right, so there's all these different sentence stems. So, let's take a second to, if you can click on the document and take a closer look. Take one of the sentence stems and go in the chat box and complete it. For example, I'll type in something in the chat box, as well. And I'm going to change my share, so everybody can see the chat box on the screen. O.K. So, maybe I'm going to say 'The author might have been influenced by a relative who was fighting in the war abroad. This might have made them really excited and eager to report that the war was over.' So, grab one of these sentences stems and complete it. Type up your response in the chat box and I will monitor that and read them aloud, because I feel uncomfortable with silence.

I'm going to let that chat thread continue and I just wanted to kind of point out another idea or another way you could use broadsides to get at some perspectives and some contexts. Another newspaper that I found when I was searching for newspapers that had to do with the Armistice was a German language local paper from, I think it's St. Cloud. And I got really excited and interested in this newspaper that I found. I found it on the Minnesota Digital Newspaper Hub. Megan says, 'The document would be different today, by not using the word 'Huns' which would be considered derogatory by modern standards.' Absolutely. So, this German language document-to be clear, I do not speak German at all-but I was excited and entranced by it, because it says at the very top of it, 'True translation filed with the postmaster at St. Cloud, Minnesota on November 14, 1918 as required by the Act of Congress on

October 6, 1917.' So, the entire thing is completely in German, except for that one phrase, which I found to be really interesting and speaks to a context of nativism and anxiety about German people in our communities here in Minnesota during World War I. I don't speak German at all, to be clear. Alex says, 'We have to know what the Germans are saying amongst themselves.' Absolutely.

I'm going to just share my screen a little differently so we can all of the chat box on our own screens now. So, you can see, I think this an interesting feature that I just wanted to show, it's a neat trick. And students can do this in the opposite direction. If students are literate and reading and able to read and write in their first language, you can use this copy text feature at the Minnesota Digital Newspapers Hub to highlight text. Let's see if I can do that here; highlight text across the page and it will type it up for you. Then at the bottom it has Google Translate feature, so I can simply click on that and it will translate what this says for me, kind of. The font of this particular newspaper is not so great, not super helpful. But I went in there and I got really jazzed about this idea, and then I went in there and I figured out what it should be by process of deduction-again, I speak zero German-and I fixed that transcription to be able to read the headline. It says, 'Peace on Earth. Germany signs weapons access conditions. Kaiser Wilhelm and Crown Prince renounce regent right. Revolution brings social democracy into the saddle.' And then I got really excited about researching the idiom 'into the saddle', because I thought 'That doesn't make sense, that has to be an idiom, a German idiom and what does that mean.' Kind of like gains an advantage or something like that, which all of these things are so interesting, but also super different from what we're seeing from the Bemidji source. So, really an interesting way to think about this. When I was teaching in the foreign exchange classroom, I had lots of students who spoke all sorts of different languages. So, I would have had students who spoke German and if I were to give this type of source in that classroom, all of the sudden that German student becomes kind of empowered as the person who can help everybody access this document. So, I think that's something that can be pretty powerful for a student who's struggling.

Corroboration, we can use two different types of primary sources. And to teach students that multiple accounts can be different; the same phenomena just can be completely different. Those different perspectives represent the complexity of an event, right, so in this activity students would be in groups of two and they would compare differences and similarities between two documents. And then discuss the reasons for the differences and if they're reliable. This activity kind of rests on this structure of 'See. Think. Wonder,' which is something I think a lot of folks might be familiar with if they've done Inquiry in the Upper Midwest or teaching with primary sources in the past. So, you can see this document, students are going to write down what they see, what they think, and what they wonder. And I would have them do this on post-it notes that are different colors; one color for see, one color for think, and one color for wonder. And it's not just because we're from Minnesota and we love 3M, but I think being able to manipulate and move these ideas around later when they get to the comparison part is valuable. It's not just post-its for post-its' sake. So, students write down what they see. Sometimes students struggle with this, because it seems too obvious: it's like, 'What do I see? Look at it...it's there. What do you want me to say?' But the see part is really important to help them make sense of the 'I think' part, because their 'I think' needs to rest on what they see. Some teachers have told me that they will put this as, 'I think...because...' so that they're really bringing that back to support their ideas with evidence and they're not, like just making stuff up. So, I see people lined up in front of a boat and Uncle same is there and there's an American flag and there's some scary clouds with a weird personification of doom

or something coming at them. I think that these are immigrants, because they seem to be getting on a boat, they've got all their stuff with them. So, we can kind of come up with that. And the 'I wonders...' are their questions to kind of figure out, o.k. well what information is missing...obviously we can't tell everything about something from one source. Then they'll do the same thing with a different source. So, the second source-this one obviously has a very different perspective and kind of illustration of immigrants. Maybe you half the class do one, half the class do the other, and they come together and share. It's always an efficient way to get things done when you have 35 students. And then, so, they do their analysis individually. Then they can take that analysis together and sort their ideas and their post-its with things that are the same and things that are different about these documents. Then they come in to this idea of, o.k.: What are the reasons for the differences, what other documents might help us understand this story? And so, thinking about, depending on how you would implement this activity, you would need to think about language do students need to answer these two questions. Are they going to be speaking to each other in a group and talking about it, and kind of coming to consensus or sharing with the larger class? Are they going to be writing this down on a graphic organizer? What support would they need to ensure that they are able to answer these questions the way that you intend them to?

Seeing that our time is running short, I'm going to continue on my merry way and close with the last activity, which is close reading. Protest signs, I think, are a really valuable way of looking at a complicated issue in an accessible way. So, we've designed for this literacy skill a vocabulary jigsaw, where different students would have different protest signs that they would look at and then pick apart the vocabulary, and define those, and then share those amongst themselves. Student are analyzing for claim, evidence, and warrant. So, claim is like, 'This is what we want.' The evidence is proving that that claim is a viable idea. And the warrant is that connection between the two; this is how the evidence supports the claim. Then they identify words and phrases to support student assertions about what the author is claiming. So, looking, really picking apart that text. So, if you have students who are really low and do not have access to large texts, which is how this would often be done, you can do this in a really small context. So, the source that I chose is from 1980, it's from the Solidarity March that was done in response to Ronald Reagan's firing of the air traffic controllers, who were striking. And I think this is a really interesting and powerful kind of image showing these men who are protesting from the Labor Council of Latin Americans and, again, I wanted to pull out a source in a different language to kind of encourage you to use some of these sources to empower your students who maybe have strong language skills in their first language, but are still struggling with English. This can be a really empowering thing for them to decode for everybody else. So, if I were a student, I might be looking at these different sources, and maybe I have a bunch of different sources. This march, in particular, is really interesting, because there's so many different groups of people who are involved and you can really see that diversity in the different photographs that I've collected here; all these different groups that got involved with the Solidarity Day March and so many different signs to analyze, so you can really, like dig in on this if you have lots of students, you have lots of different ways to look at this march and what it meant. So, a student might take a look at this image, you know, the Spanish language reads, 'Rob From the Poor to Give to the Rich,' so, 'President Reagan Robs From the Poor and Gives to the Rich.' This sign in the back says, 'Do No Snuff Out the Dreams of Hispanics.' You know, if I'm a student, I'm going maybe write down 'snuff' and then I'm going to look it up and hopefully I will find the verb, not the noun, and write the definition, right. So, letting them kind of fumble around and figure all that stuff

for themselves. Then they're going to look at the claim being made by the author, what evidence is provided, what words does the author use to persuade their audience, and how does the document's language show the author's perspective. In the document that's linked (and I'll send this to you also in e-mail) there is sentence stems, again, to support this investigation of these ideas. So, they can write that down and really dig into what these people are trying to get at in creating these signs and going out to try and take action on something they feel is unjust.

So, we are at the end of our time...it is 7:59. And I'm going to give myself a little pat on the back, because I'm definitely one of those teachers that when the bell rings, I'm like, 'What? Wait! No! You have homework!' So, if you have to go, please, by all means feel free to go. If you would like to stick around, I'm happy to answer any questions that you would like to share in the interactive slide or in the chat box. There are also resources at the end of the slides where you can kind of see the links to MNHS and the Newspaper Hub and the Library of Congress...what else is in there, Stanford History Education Group, which saved me in my first year of teaching, I've got to say, their work is excellent and their resources are excellent. And lots of other things that you can use and adapt and change to fit your needs. So, I'm happy to answer any questions. If you don't have questions, by all means, please enjoy your evening, and once again thank you so much for joining us and taking this time out of your day, out of your evening with your family, or your grading to participate and to learn with me. I appreciate it. Thanks so much.