ChronoZoom

Concept of Historical Thinking

# Project Goal

The main goal for this project is for students to understand ***historical thinking*** and ***historical literacy***. Along the way they learn how to read and construct timelines, analyze causes of events, assess historical arguments, and support an argument with evidence.

# Final Product

At the end of the project, students should have either a timeline or tour and presentation explaining how history could have gone differently. They should provide a clear position, support it with evidence, describe the sources they used, and compare multiple perspectives. The final project rubric details these requirements. Within the *ChronoZoomer's Guild narrative*, this presentation is a suggestion as to how the CZG should alter history.

# Technology Options

The ChronoZoom tool is accessible on any up-to-date web browser. Using these lessons, you may integrate the use of ChronoZoom as much as you are able.

* **Computer Lab:** If you have limited access to a computer lab, it is suggested that you use the included resources or provide resources to match your content for the lessons, and then visit the computer lab after completing all of the lessons in order to learn ChronoZoom, research, and construct the final project. If you have a single computer in the classroom for projecting, students could provide you with their project’s URL or login to ChronoZoom to give their presentation.
* **Computer Cart:** If you can reserve a computer cart for your classroom, reserve one for the first lesson and provide time for students to explore ChronoZoom and find the item they worked with in class. Reserve the cart again for after all of the lessons are completed to allow project work time. If you have a single computer in the classroom for projecting, students could provide you with their project’s URL or login to ChronoZoom to give their presentation.
* **One-to-One Devices:** If your classroom has access to one-to-one devices, you should have no problems integrating the use of ChronoZoom. You may want to encourage students to find sources using their devices.

# Historical Thinking Skills

Studying history requires a specific set of thinking and literacy skills. This project focuses on learning about and practicing those skills. Each lesson focuses on a thinking skill and literacy, allowing students to practice those skills on historical resources. This project can be used with the sample content resources provided. You may also integrate resources that match the content you are studying, allowing you to teach both specific content and historical thinking and literacy skills. Use the *ChronoZoomer's Guild* materials to build a narrative and drive student engagement.

**FINAL PROJECT TASK**

Students will need to create a tour or timeline showing the causes of a significant historical event.

**DRIVING QUESTION**

How do we ***learn about history*** and understand ***historical causes***?

**STUDENT LEARNING**

1. How to understand a timeline and chronology.
2. How to comprehend and summarize historical sources.
3. How to analyze causality.
4. How to interrogate historical arguments.
5. How to create an argument and support it with evidence.

**LESSON SEQUENCE**

1. Chronological Thinking
2. Historical Comprehension
3. Analyzing Historical Causes
4. Interrogating Historical Arguments
5. Historical Issues

**NATIONAL STANDARDS**

**Common Core Literacy in History/Social Studies 6-8**

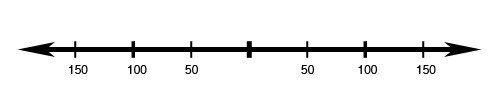
* **CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
* **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [**CCSS.ELA-Literacy.RH.11-12.3**](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Historical Thinking Standards
* **Standard 1** - Chronological Thinking - Interpret data presented in time lines and create time lines.
* **Standard 2** - Historical Comprehension - Reconstruct the literal meaning of a historical passage (by identifying who was involved, where it happened, what events led to these developments, and what consequences or outcomes followed). • Standard 3 - Historical Analysis and Interpretation - Analyze cause-and-effect relationships • Standard 4 - Research Capabilities - Support interpretations with historical evidence.
* **Standard 5** - Historical Issues - Formulate a position or course of action on an issue.

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

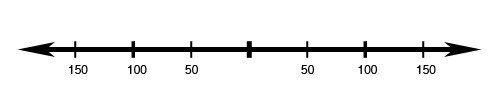
# Historical Thinking Pre-Assessment

HISTORICAL THINKING SKILLS: HIGH SCHOOL

1. What does **chronological** mean?
2. How many years is a **decade**?
3. How many years is a **century**?
4. How many years is a **kiloannum** (ka)?
5. Circle the year **50 BC** below:



1. Circle the year **100 BCE** below:



1. Provide an example of a **primary source**:
2. Provide an example of a **secondary source**:
3. Write a very short and supported argument about whether students should be allowed to bring cell phones to class:

10. Summarize the paragraph below:

**The Battle of Gettysburg**

Fought during the first three days of July 1863, the Battle of Gettysburg was one of the most crucial battles of the Civil War having occurred at a time when the fate of the nation literally hung in the balance. Often referred to as the "High Water Mark of the Rebellion", it was the culmination of the second and most ambitious invasion of the North by General Robert E. Lee and his "Army of Northern Virginia". The Union "Army of the Potomac", long the nemesis of Lee's army in Virginia, met the

Confederate invasion at the Pennsylvania crossroads town of Gettysburg. Under the command of Major General George Gordon Meade, the Union army fought with a desperation not always seen before on other battlefields. Despite initial Confederate success, the battle turned against Lee on July 3rd, and with few options remaining to him, the general ordered his army back to Virginia. The Union victory at the Battle of Gettysburg resulted not only in Lee's retreat to Virginia but an end to the hopes of the

Confederacy for independence.

National Park Service. "The Battle of Gettysburg." *History & Culture - Gettysburg National Military Park*. National Parks Service, 02 Sept. 2013. Web. 9 Sept. 2013. <<http://www.nps.gov/gett/historyculture/index.htm>>.

**Summary:**

11. Read the paragraph below and then answer the question:  
  
**At Gettysburg: During the First Day of the Battle** by eyewitness Tillie Peirce

It was not long after our arrival, until Union artillery came hurrying by. It was indeed a thrilling sight. How the men impelled their horses! How the officers urged the men as they all flew past toward the sound of the battle! Now the road is getting all cut up; they take to the fields, and all is an anxious, eager hurry! Shouting, lashing the horses, cheering the men, they all rush madly on.

Suddenly we behold an explosion; it is that of a caisson. We see a man thrown high in the air and come down in a wheat field close by. He is picked up and carried into the house. As they pass by I see his eyes are blown out and his whole person seems to be one black mass. The first words I hear him say is:

"Oh dear! I forgot to read my Bible to-day! What will my poor wife and children say?"

I saw the soldiers carry him up stairs; they laid him upon a bed and wrapped him in cotton. How I pitied that poor man! How terribly the scenes of war were being irresistibly portrayed before my vision.

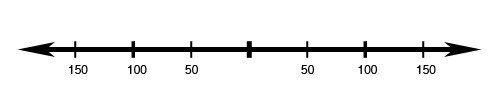
Alleman, Matilda Pierce. "At Gettysburg, or What a Girl Saw and Heard of the Battle." *At Gettysburg, or What a Girl Saw and Heard of the Battle.* University of Pennsylvania, n.d. Web. 9 Sept. 2013. <[http://digital.library.upenn.edu/women/alleman/gettysburg/ gettysburg.html](http://digital.library.upenn.edu/women/alleman/gettysburg/gettysburg.html)>.

1. How is the information provided in the paragraphs for question 7 and question 8 similar and/or different?

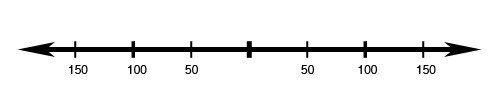
# Historical Thinking Pre-Assessment

**TEACHERS EDITION**

1. What does **chronological** mean?  
   *Arranged in order of time* or anything representing things in the order they happened.
2. How many years is a **decade**?  
   10 years
3. How many years is a **century**?  
   100 years
4. How many years is a **kiloannum** (ka)?  
   1000 years
5. Circle the year **50 BC** below:



1. Circle the year **100 BCE** below:



1. Provide an example of a primary source:

**Diaries, speeches, interviews, letters, manuscripts, news footage, official records, government documents, photographs, autobiographies, memoirs, novels, dramas, music, art, buildings, architecture, furniture, clothing, pottery, etc.**

1. Provide an example of a secondary source:

**Textbooks, Wikipedia, encyclopedias, magazine articles, editorials, criticisms, commentaries, etc.**

1. Write a very short and supported argument about whether students should be allowed to bring cell phones to class:

**Should contain a claim and some evidence that is relevant. Example:** Students should be encouraged to use cell phones in class because the use of digital devices will encourage research. **OR** Students should not be allowed to bring cell phones to class because it is a distraction to learning. (NOTE: assess the use of a claim and relevant evidence, not the credibility of the evidence for pre-assessment purposes).

1. Summarize the paragraph below:

**THE BATTLE OF GETTYSBURG**

Fought during the first three days of July 1863, the Battle of Gettysburg was one of the most crucial battles of the Civil War having occurred at a time when the fate of the nation literally hung in the balance. Often referred to as the "High Water Mark of the Rebellion", it was the culmination of the second and most ambitious invasion of the North by General Robert E. Lee and his "Army of Northern Virginia". The Union "Army of the Potomac", long the nemesis of Lee's army in Virginia, met the Confederate invasion at the Pennsylvania crossroads town of Gettysburg. Under the command of Major General George Gordon Meade, the Union army fought with a desperation not always seen before on other battlefields. Despite initial Confederate success, the battle turned against Lee on July 3rd, and with few options remaining to him, the general ordered his army back to Virginia. The Union victory at the Battle of Gettysburg resulted not only in Lee's retreat to Virginia but an end to the hopes of the Confederacy for independence.

National Park Service. "The Battle of Gettysburg." *History & Culture - Gettysburg National Military Park*. National Parks Service, 02 Sept. 2013. Web. 9 Sept. 2013. <<http://www.nps.gov/gett/historyculture/index.htm>>.

**Summary:**

During July 1-3, 1863, General Robert E. Lee and his Confederate army fought with Major General George Gordon Meade and his Union army in Gettysburg, Pennsylvania. The Confederates eventually had to retreat to Virginia on July 3rd, impacting the Confederacy’s chance of winning the Civil War. (Should include when, where, who, and what happened).

1. Read the paragraph below and then answer the question:

**At Gettysburg: During the First Day of the Battle** by eyewitness Tillie Peirce

It was not long after our arrival, until Union artillery came hurrying by. It was indeed a thrilling sight. How the men impelled their horses! How the officers urged the men as they all flew past toward the sound of the battle! Now the road is getting all cut up; they take to the fields, and all is an anxious, eager hurry! Shouting, lashing the horses, cheering the men, they all rush madly on.

Suddenly we behold an explosion; it is that of a caisson. We see a man thrown high in the air and come down in a wheat field close by. He is picked up and carried into the house. As they pass by I see his eyes are blown out and his whole person seems to be one black mass. The first words I hear him say is:

"Oh dear! I forgot to read my Bible to-day! What will my poor wife and children say?"

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Alleman, Matilda Pierce. "At Gettysburg, or What a Girl Saw and Heard of the Battle." *At Gettysburg, or What a Girl Saw and Heard of the Battle.* University of Pennsylvania, n.d. Web. 9 Sept. 2013. <[http://digital.library.upenn.edu/women/alleman/gettysburg/ gettysburg.html](http://digital.library.upenn.edu/women/alleman/gettysburg/gettysburg.html)>.

1. How is the information provided in the paragraphs for question 7 and question 8 similar and/or different?

**Possible Similarities:** There was a battle involving soldiers. Based on the title it was in Gettysburg. **Possible Differences:** 2nd one included first-hand accounts, what it was like on the battlefield, and what people were saying. 1st one included details of dates, names of generals or important people and a connections to its impact on the Civil War.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Chronological Thinking** Interpret data presented in time lines and create  time lines using visual data [CCSS.ELALiteracy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) | Unable to use a timeline or present information on a timeline. | Inaccurate chronological time is provide. | Tour or timeline is chronologically accurate. | Tour or timeline is chronologically accurate AND explains relationships to other events/issues at same time. |
| **Historical**  **Comprehension**  Determine central idea and reconstruct the literal meaning of a historical passage [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  [Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) | Struggles to identify either who was involved, what happened, or where it happened. | Identifies who was involved, what happened, and where it happened. | Identifies the central ideas of sources used, including the historical question this source answers. | Identifies the central ideas of sources used AND differentiates between historical fact and historical interpretation. |
| **Historical Analysis and**  **Interpretation**  Identify the point of view of authors with multiple perspectives [CCSS.ELALiteracy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) | Does not identify multiple perspectives. | Identifies various perspectives but does not identify sources. | Compares multiple perspectives around issue or question and identifies sources. | Compares multiple perspectives around issue or question. Distinguishes between unsupported opinion and informed hypotheses. |
| **Historical Research**  **Capabilities**  Support interpretations by citing specific textual evidence. [CCSS.ELALiteracy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) | Does not support interpretations through citing. | Connects interpretations to sources, but does not quote specifically. | Quotes specific source to support interpretations. Assesses the credibility of sources. | Quotes specific source to support interpretations. Assesses the credibility of sources. Connects the social, political, and economic context of the source. |
| **Historical Issues** Evaluate explanations of history and formulate a position or course of action on an issue  [CCSS.ELA-Literacy.RH. 11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) | Does not have a position on the essential question. | Does not clearly state a position on the essential question. | Formulates a position on the essential question. | Formulates a position on the essential question. Identifies antecedents, alternative action, OR evaluates the implementation of a decision. |

# LESSON 1 Chronological Thinking: Interpreting Timelines

**Time needed:** one class period

**Intro:**

This lesson introduces students to ChronoZoom and makes sure all students know how to read a timeline. They learn what chronological order is and some of the terms they will need to be able to navigate ChronoZoom. Students begin to *find* sources on ChronoZoom.

**Materials Needed:**

* Handout of chronological concepts
* Set of events from timeline
* Chronological quiz

**National Standards:**

*Common Core:*

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts *Historical Thinking Standards:*

Standard 1 - Chronological Thinking - Interpret data presented in time lines and create time lines.

**Learning Objectives:**

1. Understand how to read timelines.
2. Understand the definitions and distinctions of BC/AD, BCE/CE, decade, century, and millennium.
3. Be able to navigate and use ChronoZoom.

**Evidence of Learning:**

A quiz asking students to identify specific dates of events on ChronoZoom and to define terms.

**LESSON SEQUENCE:**

1. **Think/Pair/Share**

***Explain***

Define *chronological* and then present the following question: **“**How does knowing *chronological order* help the study of history?”

*Defining chronological:*

Chrono-: time

Chronological: arranged in order by time

1. **Review Handout**

Definitions of BC/AD, BCE/CE, decade, century, and millennium, ka, Ma, Ga, scale

**BC**: “Before Christ.” The years before the AD era. BC numbers count down.

**AD**: “Anno Domini,” in Latin means “year of our Lord.” This is the current era we are in.

**BCE**: “Before Common Era.” This lines up with BC, but is less religious. CE: “Common **Era**.” The non-religious counterpart to AD.

**decade**: 10 years century: 100 years millennium: 1,000 years

**ka**: kiloannum - 1,000 years

**Ma**: megaannum - 1,000,000 or one million years

**Ga**: gigaanum - 1,000,000,000 or one billion years

1. **Group Discussion**

Give each group enough cards so that each member has 1. Small groups work together to put events in chronological order, convert between BC/BCE, AD/CE, and calculate differences in decades, centuries, and millennia.

1. **Whole class order**

Ask the whole class to line up in chronological order with their event. This should take a few minutes. When the class believes they are lined up in order, have the students read off the events and the dates from beginning to end. Have class look for accuracy and hear about the order of events.

1. **Find event on ChronoZoom**

Students should go to ChronoZoom and find the event they have on their card.

1. **Quiz/Exit Ticket**

When a student has found the event and can show it on ChronoZoom, provide them with the quiz. If a student is having trouble finding their event or navigating ChronoZoom assist him or her or pair him or her up with another student to show how to find events.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Chronological**  **Thinking**  Interpret data presented in time lines and create time lines using visual data  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  [Literacy.RH. 6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) | Unable to accurately locate information on a timeline. Unable to identify most definitions around time. | Able to find data on a timeline but only with assistance. Struggles with some  definitions of time including  BC/AD and BCE/CE, decade, century, and millennium. | Visual timeline is used to find data and locate specific time. Understands definitions of time including  BC/AD and BCE/CE, decade, century, and millennium. | Visual timeline is created by placing information in the correct time.  Understands definitions of time including  BC/AD and BCE/CE, decade, century, and millennium. |

Chronological Concepts Handout

How to read a Timeline

**Chronological:** *arranged in order by time*

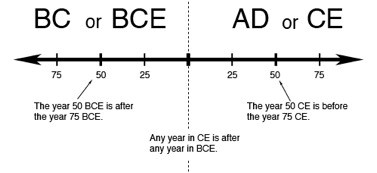
**Year Notations:** When studying history, you will often see the abbreviations BC and AD or BCE and CE. These are two common ways to label years. The years are the equivalent in each system. This means, the year **50 BC** is the same as the year **50 BCE**. The year **2013 CE** is the same as the year **2013 AD**.

**BC** stands for *“Before Christ.”*

**AD** stands for *“Anno Domini”* or “year of our Lord” in Latin.

**BCE** stands for *“Before Common Era.”*

**CE** stands for *“Common Era.”*



**Periods of Time**

*Decade* - a period of **10 (ten)** years

*Century* - a period of **100 (one hundred)** years *Millennium* - a period of **1,000 (one thousand)** years

**ka, Ma, and Ga**

The suffix *“annum”* means *year* (annual). Similar to how a *kilo*meter is 1,000 meters or a *mega*byte is one million bytes, a *kilo*annum is 1,000 years and a *mega*annum is one million years.

*ka* or *kiloannum* - 1,000 or one **thousand** years. *Example*: 5 ka = 5,000 years.

*Ma* or *megaannum* - 1,000,000 or one **million** years. *Example:* 10 Ma = 10 million years

*Ga* or *gigaannum* - 1,000,000,000 or one **billion** years. *Example:* 13 Ga = 13 billion years

**Types of Data**

There are two major types of data. Keep your eyes out for each type as you look at sources.

*Quantitative -* measuring something in numbers. Measuring ***quantity***. Example: graphs and charts. *Qualitative -* measuring something in characteristics. Measuring ***qualities***. Example: descriptions and observations.

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Chronological Concepts Exit Ticket TEACHERS EDITION

1. Define **chronological**:

*Arranged in order of time* or anything representing things in the order they happened.

1. Draw a line to match the following measurements of time with their definitions:

|  |  |
| --- | --- |
| 1. **Decade** | 1. **one million years** |
| 1. **ka or kiloannum** | 1. **a period of ten years** |
| 1. **Ga or gigaannum** | 1. **a period of one thousand years** |
| 1. **Millennium** | 1. **one billion years** |
| 1. **Ma or megaannum** | 1. **a period of one hundred years** |
| 1. **Century** | 1. **one thousand years** |

**Answers**

1. **B**
2. **F**
3. **D**
4. **C**
5. **A**
6. **E**
7. Place **the letters on the appropriate location of the timeline**

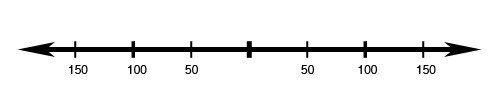
Place the ***letter A*** at 50 BC.

Place the ***letter B*** at 100 CE.

Place the ***letter C*** at 50 AD.

Place the ***letter D*** at 150 BCE.

Place the ***letter E*** at 75 BC.



**A**

**B**

**C**

**D**

**E**

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chronological Concepts Exit Ticket

1. Define **chronological**:
2. **Match the following measurements of time with their definitions:**

|  |  |
| --- | --- |
| 1. **Decade** | 1. **one million years** |
| 1. **ka or kiloannum** | 1. **a period of ten years** |
| 1. **Ga or gigaannum** | 1. **a period of one thousand years** |
| 1. **Millennium** | 1. **one billion years** |
| 1. **Ma or megaannum** | 1. **a period of one hundred years** |
| 1. **Century** | 1. **one thousand years** |

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1. **Place the letters on the appropriate location of the timeline**

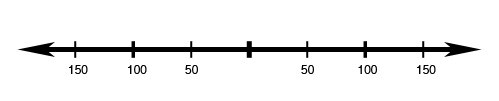
Place the ***letter A*** at 50 BC.

Place the ***letter B*** at 100 CE.

Place the ***letter C*** at 50 AD.

Place the ***letter D*** at 150 BCE.

Place the ***letter E*** at 75 BC.



LESSON 2  
Historical Comprehension

**Determining the Meaning of a Historical Passage**

**Time needed:** One class period

**Intro:**

In this lesson, students practice reading historical sources and answering important comprehension questions. This allows them to know if they have understood what they have read. Small groups represent answers to comprehension questions by creating posters representing the meaning of the source they read.

**Materials Needed:**

* Handout on historical comprehension
* Poster directions
* Sample readings
* Exit ticket

**National Standards:**

*Common Core:*

[CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. *Historical Thinking Standards:*

Standard 2 - Historical Comprehension - Reconstruct the literal meaning of a historical passage by identifying who was involved, where it happened, what events led to these developments, and what consequences or outcomes followed.

**Learning Objectives:**

A. Understand how to recognize and display comprehension when reading/viewing historical sources.

**Evidence of Learning:**

A summary or summaries of historical sources reconstructing the literal meaning (answering historical comprehension questions).

**LESSON SEQUENCE:**

* 1. **Think/Pair/Share**

How do you know if you comprehend or understand something? What questions should you be able to answer?

* 1. **Review Handout**
* Examples and questions you should be able to answer:
* who was involved
* what happened
* where it happened
* when it happened
* what historical question the source answers
  1. **Group Poster**Small groups practice comprehending a reading and answering the comprehension questions about it. The group creates a poster that represents their answers to the comprehension questions.
  2. **Gallery Walk**

Students should rotate through the group posters. Spend just a quick moment looking at the poster and seeing if they can understand what the meaning of the source was.

* 1. **Discuss comprehension**  
     Based on what the students saw in the gallery walk, have a discussion on whether they think the readers understood the sources. Did the poster give you a good sense of what the reading was about? Do you think the readers comprehended it?
  2. **Exit Ticket/Homework**  
     Students need to provide a summary or summaries of historical sources reconstructing the literal meaning.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Comprehension** Determine central idea and reconstruct the literal meaning of a historical passage  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  [Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) | Struggles to identify either who was involved, what happened, or where it happened. | Identifies who was involved, what happened, and where it happened. | Identifies who was involved, what happened, where it  happened, and what historical question the source answers. | Identifies who was involved, what happened, where it  happened, and what historical question the source answers.  Differentiates between  historical fact and historical interpretation |

# Historical Comprehension Handout

How Do We Summarize a Source?

**Comprehension**

One of the most important parts of using historical resources, is making sure that we understand or comprehend what we have read or what we are observing. Paying attention to key parts of a resource will help you understand it as well as gather and summarize information.

**Comprehension Questions**

**Who** was involved?

Most sources will tell you some of the people involved. Many times there are more people involved than mentioned. This can be specific people or large groups of people.

**When** did it happen?

Many historical sources will try to provide information about when something happened. The specific date can sometimes be argued over. For example, events during a time where there wasn’t accurately recorded history can be hard to identify a specific date for. Also, if it is not a *specific event*, but more of a development or concept (like the start of farming), there won’t be a specific date that it started.

**Where** did it happen?

Whenever reading about an event, it can be helpful to look up the location being talked about. This will help you to put the events into context and think about what else was going on in that same area.

**What** happened?

This is where your summarizing skills will really be useful. If you can answer this question, it is usually a good sign that you have understood a source. It isn’t always an easy question to answer. Try to think about what the author of the source is trying to explain and what his or her main idea is.

What **historical question** does this answer?

If you think you really understood a source, try answering this question. Imagine someone was trying to find information and answer a question. What question would this source be most useful in answering?

***Confused?*** Take a look at the example source and answers on the next page.

**Sample Source: Abraham Lincoln and the Emancipation Proclamation**

“Almost from the beginning of his administration, Lincoln was pressured by abolitionists and radical Republicans to issue an Emancipation Proclamation. In principle, Lincoln approved, but he postponed action against slavery until he believed he had wider support from the American public. The passage of the Second Confiscation Act by Congress on July 17, 1862, which freed the slaves of everyone in rebellion against the government, provided the desired signal. Not only had Congress relieved the administration of considerable strain with its limited initiative on emancipation, it demonstrated an increasing public abhorrence toward slavery.”

Library of Congress Manuscript Division, and Lincoln Studies Center, Knox College. "Lincoln Papers: Emancipation Proclamation: Introduction." *Lincoln Papers: Emancipation Proclamation: Introduction*. The Library of Congress, 01 Mar. 2002. Web. 08 Sept. 2013. <[http://memory.loc.gov/ammem/alhtml/almintr.html>](http://memory.loc.gov/ammem/alhtml/almintr.html).

**Who** was involved?

*Abraham Lincoln, abolitionists and radical Republicans, Congress, American public, slaves and slaveholders.*

**When** did it happen?

*July 17, 1862*

**Where** did it happen?

*Washington, D.C. in Congress*

**What** happened?

*Congress passed the Second Confiscation Act giving Lincoln the signal that the public was against slavery.*

What **historical question** does this answer?

*What were some events that encouraged Lincoln to issue the Emancipation Proclamation?*

**Summary**

In **1862**, *Congress passed the Second Confiscation Act giving Lincoln the signal that the public was against slavery.*

# Summary

**COMPREHENSION POSTER DIRECTIONS**:

CREATE A POSTER ANSWERING THE COMPREHENSION QUESTIONS

***View*** the source.

***Discuss*** the answers to the comprehension questions.

***Create*** a poster that displays the answer to each comprehension question.

**Comprehension Questions**

**Who** was involved?

**When** did it happen?

**Where** did it happen?

**What** happened?

What **historical question** does this answer?

**Summary**of the source:

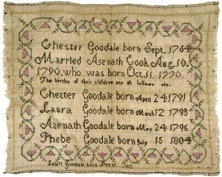
# Create Your Poster

Your poster must include:

* The ***title*** of the source or title of your poster.
* Answers to each of the comprehension questions. You can use ***symbols***, ***images***, or ***text***.
* A ***summary*** of the source.
* ***Input*** from every group member.

# Laura Goodale: Early American Historian?

**Historical Comprehension Lesson 2: Source 1**



Sampler of Chester Goodale, ca. 1809; Revolutionary War Pension and Bounty-Land-Warrant Application File of Chester Goodale of Connecticut; Record Group 15: Records of the Department of Veterans Affairs, 1773 – 2007; National Archives (D.C.). [National Archives Identifier: 1656127](http://research.archives.gov/description/1656127)

Needlework was an important part of a young woman's education in early America. Girls learned to sew early and often devoted many hours each day to mastering the craft. Many women turned to their sewing needles to express themselves both artistically and intellectually. They also created samplers — decorative pieces of needlework — to record information. Today, samplers serve as important historical documents that can teach us about the past from a woman's perspective.

On May 25th 1840, Laura [Goodale] Hadley was called before a Justice of the Peace to testify that the sampler she had created thirty years earlier was accurate to the best of her knowledge. This sampler was used to prove that Asenath and Chester Goodale were married—an important step before Asenath could receive her widow’s war pension.

R.F. Barnard, the Justice of the Peace who received the sampler, noted that before it could be taken into evidence it had to be cut from its frame, "a frame which appeared to have been long used with the family."

Asenath Goodale was entitled to a widow's pension because her husband Chester had fought for approximately two years in the Revolutionary War. Chester had originally applied for a soldier’s pension in 1832 at the age of 69.

Because her daughter Laura's sampler was accepted as legal proof of her marriage, Asenath was awarded the sum of $50 per annum. In 1855 Asenath, then 85 years old, applied to receive the 160 acres of land under the Bounty-Land Act of 1855. A copy of Laura's sampler was attached to her application, proving once again that she was indeed married to Chester Goodale.

The U.S. National Archives and Records Administration. "Laura Goodale: Early American Historian?" *Laura Goodale: Early American Historian?* The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http:// www.archives.gov/education/lessons/goodale.html>](http://www.archives.gov/education/lessons/goodale.html).

# The Lewis and Clark Expedition

**Historical Comprehension Lesson 2: Source 2**

In 1803 President Thomas Jefferson guided a splendid piece of foreign diplomacy through the U.S. Senate: the purchase of Louisiana territory from France. After the Louisiana Purchase Treaty was made, Jefferson initiated an exploration of the newly purchased land and the territory beyond the "great rock mountains" in the West.

Jefferson chose his personal secretary, Meriwether Lewis, an intelligent and literate man who also possessed skills as a frontiersman. Lewis in turn solicited the help of William Clark, whose abilities as draftsman and frontiersman were even stronger. Lewis so respected Clark that he made him a co-commanding captain of the Expedition, even though Clark was never recognized as such by the government. Together they collected a diverse military Corps of Discovery that would be able to undertake a two-year journey to the great ocean.

Jefferson hoped that Lewis and Clark would find a water route linking the Columbia and Missouri rivers. This water link would connect the Pacific Ocean with the Mississippi River system, thus giving the new western land access to port markets out of the Gulf of Mexico and to eastern cities along the Ohio River and its minor tributaries. At the time, American and European explorers had only penetrated what would become each end of the Lewis and Clark Trail up the Missouri several miles to the trapper headquarters at Fort Mandan and up the Columbia just a bit over a hundred miles to a point a little beyond present-day Portland, Oregon.

The Lewis and Clark Expedition paddled its way down the Ohio as it prepared the Expedition to be launched officially from Camp Wood, just outside St. Louis, in the summer of 1804. That summer and fall the company of explorers paddled and pulled themselves upstream, northwest on the Missouri River to Fort Mandan, a trading post, where Corps of Discovery set up camp, wintered, and prepared for the journey to the Pacific.

When the spring of 1805 brought high water and favorable weather, the Lewis and Clark

Expedition set out on the next leg of its journey. They traveled up the Missouri to present-day

Three Forks, Montana, wisely choosing to follow the western-most tributary, the Jefferson River. This route delivered the explorers to the doorstep of the Shoshone Indians, who were skilled at traversing the great rock mountains with horses. Once over the Bitterroot Mountains, the Corps of Discovery shaped canoe-like vessels that transported them swiftly downriver to the mouth of the Columbia, where they wintered (1805-1806) at Fort Clatsop, on the present-day Oregon side of the river.

With journals in hand, Lewis, Clark, and the other members of the Expedition returned to St. Louis by September 1806 to report their findings to Jefferson. Along the way, they continued to trade what few goods they still had with the Indians and set up diplomatic relations with the Indians. Additionally, they recorded their contact with Indians and described (and at times drew) Lesson 2 - Source 2 the shape of the landscape and the creatures of this western world, new to the white man. In doing so, they fulfilled many of Jefferson's wishes for the Expedition. Along the way, William Clark drew a series of maps that were remarkably detailed, noting and naming rivers and creeks, significant points in the landscape, the shape of river shore, and spots where the Corps spent each night or camped or portaged for longer periods of time. Later explorers used these maps to further probe the western portion of the continent.

The Expedition of the Corps of Discovery shaped a crude route to the waters of the Pacific and marked an initial pathway for the new nation to spread westward from ocean to ocean, fulfilling what would become to many Americans an obvious destiny.

Over the next two centuries the new Americans and many immigrants would wash across the central and western portions of what would eventually become the contiguous 48 United States. This wave of development would significantly transform virgin forests and grasslands into a landscape of cities, farms, and harvested forests, displacing fauna such as the buffalo and squeezing the Indians who survived onto reservations.

Perry, Douglas. "Teaching With Documents: The Lewis and Clark Expedition." *Lewis & Clark Expedition*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http://www.archives.gov/ education/lessons/lewis-clark/>](http://www.archives.gov/education/lessons/lewis-clark/).

# The Growth of Regionalism

**Historical Comprehension Lesson 2: Source 3**

Did you ever wonder why people from Chicago call carbonated water "pop" while New Yorkers call it "soda"? Or why Southerners tease Northerners for talking too fast, driving too fast, and even eating too fast? Well, the United States has always had regional differences. Today, the regions may be difficult to draw a line around, but from 1800 to 1860, those lines clearly existed. The United States was divided into three distinct regions: the North, the South, and the West. While each region remained dedicated to the "American Dream," each attempted to reach the dream in significantly different ways. The North realized her dreams with industry and commerce while the South continued to prosper with her plantations and subsistence farms. The Western frontier opened up to both commercial farms and manufacturing, showing a little bit of both her northern and southern heritage.

Regional differences deepened when the national government began expanding, meeting foreign entanglements and domestic trouble. The War of 1812 brought controversy to a head. The young country's armed forces were not equipped for a war, lacking both an able staff and an adequate number of enlisted men. The burden fell on the states, recruiting militia men and relying heavily on western frontiersmen. Not all states cooperated; the North was against the war, primarily for economic reasons. The war ended up stimulating economic change, spurring the production of manufactured goods, which the North eagerly provided. Factories sprang up across the North and an influx of immigrants satisfied the demand for labor.

The war exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean.

Sectionalism deepened as the manufacturers and commercial interests in the North became connected by transportation and trade with the West. Northern cities grew with increasing immigration and factory systems. Roads, canals, and railroads connected northern cities with each other and the West, where agriculture, mining, and the lumber industry were booming. The West no longer depended on the south-flowing Mississippi and Missouri Rivers; she was connected with the North in more ways than one. Railroads and the telegraph would solidify the east-west relationship. The South was developing her own economy and culture, which were dominated by the plantation system and slavery. Merchants and manufacturers were less

Important than the slaves, slave owners, and non-slave-owning farmers who produced her agricultural crops, especially "king cotton," and other raw materials for export.

Although the regions embraced independent lifestyles, characteristics, and economies, they depended on each other to survive. The West relied on Northern and Southern manpower and national support to protect and develop the land; the North bought her agricultural and raw materials from the South and West and in turn sold manufactured goods. The links keeping them together, they thought, would be technology and transportation. History tells us, however, that regionalism deepened as the national government enacted the Missouri Compromise and then the Kansas-Nebraska bill--two events where the debate over the addition of new states and territories and the issue of slavery came to a head.

Kelley, Kerry C. "Teaching With Documents:Anti-railroad Propaganda Poster -- The Growth of Regionalism, 1800 - 1860." *Anti-railroad Propaganda Poster: The Growth of Regionalism, 1800*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <<http://www.archives.gov/education/lessons/anti-rail/>>.

# The Treaty of Guadalupe Hidalgo

**Historical Comprehension Lesson 2: Source 4**

With the defeat of its army and the fall of the capital, Mexico City, in September 1847 the Mexican government surrendered to the United States and entered into negotiations to end the war. The peace talks were negotiated by Nicholas Trist, chief clerk of the State Department, who had accompanied General Winfield Scott as a diplomat and President Polk's representative. Trist and General Scott, after two previous unsuccessful attempts to negotiate a treaty with Santa Anna, determined that the only way to deal with Mexico was as a conquered enemy. Nicholas Trist negotiated with a special commission representing the collapsed government led by Don Bernardo Couto, Don Miguel Atristain, and Don Luis Gonzaga Cuevas of Mexico.

In *The Mexican War*, author Otis Singletary states that President Polk had recalled Trist under the belief that negotiations would be carried out with a Mexican delegation in Washington. In the six weeks it took to deliver Polk's message, Trist had received word that the Mexican government had named its special commission to negotiate. Against the president's recall, Trist determined that Washington did not understand the situation in Mexico and negotiated the peace treaty in defiance of the president. In a December 4, 1847, letter to his wife, he wrote, "Knowing it to be the very last chance and impressed with the dreadful consequences to our country which cannot fail to attend the loss of that chance, I decided today at noon to attempt to make a treaty; the decision is altogether my own."

In *Defiant Peacemaker: Nicholas Trist in the Mexican War*, author Wallace Ohrt described Trist as uncompromising in his belief that justice could be served only by Mexico's full surrender, including surrender of territory. Ignoring the president's recall command with the full knowledge that his defiance would cost him his career, Trist chose to adhere to his own principles and negotiate a treaty in violation of his instructions. His stand made him briefly a very controversial figure in the United States.

Under the terms of the treaty negotiated by Trist, Mexico ceded to the United States Upper

California and New Mexico. This was known as the Mexican Cession and included present-day Arizona and New Mexico and parts of Utah, Nevada, and Colorado. Mexico relinquished all claims to Texas and recognized the Rio Grande as the southern boundary with the United States.

The United States paid Mexico $15,000,000 "in consideration of the extension acquired by the boundaries of the United States" and agreed to pay American citizens debts owed to them by the Mexican government. Other provisions included protection of property and civil rights of

Mexican nationals living within the new boundaries of the United States, the promise of the United States to police its boundaries, and compulsory arbitration of future disputes between the two countries.

Trist sent a copy to Washington by the fastest means available, forcing Polk to decide whether or not to repudiate the highly satisfactory handiwork of his discredited subordinate. Polk chose to forward the treaty to the Senate. When the Senate reluctantly ratified the treaty (by a vote of 34 to 14) on March 10, 1848, it deleted Article X guaranteeing the protection of Mexican land grants. Following the ratification, U.S. troops were removed from the Mexican capital.

To carry the treaty into effect, Commissioner Colonel Jon Weller and surveyor Andrew Grey were appointed by the United States government and General Pedro Conde and Sr. Jose Illarregui were appointed by the Mexican government to survey and set the boundary. A subsequent treaty of December 30, 1853, altered the border from the initial one by adding 47 more boundary markers to the original six. Of the 53 markers, the majority were rude piles of stones; a few were of durable character with proper inscriptions.

Over time, markers were moved or destroyed, resulting in two subsequent conventions (1882 and 1889) between the two countries to more clearly define the boundaries. Photographers were brought in to document the location of the markers.

Gray, Tom. "Teaching With Documents: The Treaty of Guadalupe Hidalgo." *The Treaty of Guadalupe Hidalgo*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http://www.archives.gov/education/lessons/ guadalupe-hidalgo/](http://www.archives.gov/education/lessons/guadalupe-hidalgo/)>.

# The D-Day Invasion - World War 2

**Historical Comprehension Lesson 2: Source 5**

U.S. President Franklin D. Roosevelt, Soviet leader Joseph Stalin, and British Prime Minister Winston Churchill were responsible for leading their nations to victory and jointly planned strategies for the cooperation and eventual success of the Allied armed forces. Roosevelt and Churchill had already agreed early in the war that Germany must be stopped first if success was to be attained in the Pacific. They were repeatedly urged by Stalin to open a "second front" that would alleviate the enormous pressure that Germany's military was exerting on Russia. Large amounts of Soviet territory had been seized by the Germans, and the Soviet population had suffered terrible casualties from the relentless drive towards Moscow. Roosevelt and Churchill promised to invade Europe, but they could not deliver on their promise until many hurdles were overcome.

Initially, the United States had far too few soldiers in England for the Allies to mount a successful cross-channel operation. Additionally, invading Europe from more than one point would make it harder for Hitler to resupply and reinforce his divisions. In July 1942 Churchill and Roosevelt decided on the goal of occupying North Africa as a springboard to a European invasion from the south. In November American and British forces under the command of U.S. General Dwight D. Eisenhower landed at three ports in French Morocco and Algeria. This surprise seizure of Casablanca, Oran, and Algiers came less than a week after the decisive British victory at El Alamein. The stage was set for the expulsion of the Germans from Tunisia in May 1943, the Allied invasion of Sicily and Italy later that summer, and the main assault on France the following year.

Because of this success, Eisenhower was named commander of all Allied forces in Europe in

1943. When in February 1944 he was ordered to invade the continent, planning for "Operation

Overlord" had been under way for about a year. Hundreds of thousands of troops from the

United States, Great Britain, France, Canada, and other nations were assembled in southern England and intensively trained for the complicated amphibious action against Normandy. In addition to the troops, supplies, ships, and planes were also gathered. Countless details about weather, topography, and the German forces in France had to be learned before Overlord could be launched in 1944.

General Eisenhower's experience and the Allied troops' preparations were finally put to the test on the morning of June 6, 1944. An invasion force of 4,000 ships, 11,000 planes, and nearly three million soldiers, marines, airmen, and sailors was assembled in England for the assault. Eisenhower's doubts about success in the face of a highly-defended and well-prepared enemy led him to consider what would happen if the invasion of Normandy failed. If the Allies did not secure a strong foothold on D-Day, they would be ordered into a full retreat.

As the attack began, Allied troops did confront formidable obstacles. Germany had thousands of soldiers dug into bunkers, defended by artillery, mines, tangled barbed wire, machine guns, and other hazards to prevent landing craft from coming ashore. About 4,900 U.S. troops were killed on D-Day, but by the end of the day 155,000 Allied troops were ashore and in control of 80 square miles of the French coast. Eisenhower's [retreat] letter was not needed, because D-Day was a success, opening Europe to the Allies and a German surrender less than a year later.

The U.S. National Archives and Records Administration. "Teaching With Documents:Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day." *Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <<http://www.archives.gov/education/lessons/d-day-message/>>.

# Summarizing Sources Exit Ticket

**I can comprehend and summarize a historical source**

You have learned how to make sure you can comprehend a historical source.

***Reflect*** on what you have learned. ***Follow*** the directions below.

***Summarize*** a historical source. Your summary should include information that shows you comprehend what the source was about.

***Bonus:*** Identify which parts of the source that you think are *fact* and which parts you think are an *interpretation* of the event.

# LESSON 3 Recognizing Multiple Perspectives

**Comparing Historical Perspectives**

**Time needed:** One class period

**Intro:**

In this lesson, students look at events that were before another event. They identify whether the earlier events were a cause of the later event, or merely events that preceded the later event.

**Materials Needed:**

* Handout on Causes
* Reading directions
* Sample readings
* Exit ticket

**National Standards:**

*Common Core:*

[CCSS.ELA-Literacy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

*Historical Thinking Standards:*

Standard 3 - Historical Analysis and Interpretation - Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

**Learning Objectives:**

1. Recognize different perspectives on the same topic.
2. Compare multiple perspectives in history.

**Evidence of Learning:**

A Venn diagram showing comparison and contrast of the perspectives of historical sources.

**LESSON SEQUENCE:**

1. **Think/Pair/Share**

How do you know if something caused an event or just happened before it?

1. **Review Handout**

* What different perspectives means.
* Why it is important.
* Things to look for:
  + loaded language
  + inclusion or avoidance of particular facts

1. **Group Reading**

Small groups practice reading two different perspectives on the same historical event. They discuss with each other how the pieces are similar or different.

1. **Class Discussion**

Discuss these two pieces as a class. Who wrote them? What information is different? Why are they different? What is important to consider as a historian?

1. **Exit Ticket/Homework**

Complete a Venn diagram comparing and contrasting at least 2 different historical sources. Answer the question: As a historian, why is it important to consider multiple perspectives?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Analysis and Interpretation** Identify the point of view of authors with multiple perspectives  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)  [Literacy.RH. 6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) | Identifies narratives with different views, but struggles to point out specific contrasts. | Compares competing  historical narratives. | Compares competing  historical narratives. Identifies the differing perspective of multiple authors. | Compares competing  historical narratives. Identifies the differing perspective of multiple authors. Clearly describes importance of considering multiple perspectives. |

# Multiple Historical Perspectives Handout

**Why is it important to get many sides of the story?**

**Multiple Perspectives**

*Perspective* is the way somebody views something. Different people can view historical events in different ways. Depending on a person’s perspective, they may think an event is unimportant, while it may be very important to someone else. This is also true for historians. We should take into account people’s perspectives when learning history. It is important to try to view things from *multiple perspectives* so that we can be more informed and develop our own perspectives.

**Questions to ask when considering perspective**

The following questions will help you to examine the perspective of a source. Use your answers from at least 2 sources on similar topics. Then compare the perspectives of those sources.

**What information does the source include?**

* What is emphasized?
* What is focused on?

**What information does the source suggest?**

* What do you think the author wants readers to believe?
* Who do you think this was written for?
* Why do you think this was written?

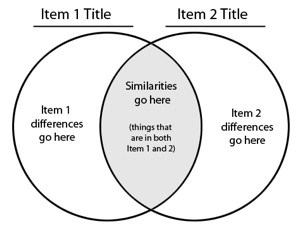
**What information does the source not include?**

* What was left out?
* What do other sources about this talk about that this doesn’t talk about?
* Do you think there were any particular facts that were avoided?

**What information do I still want to find?**

* What gaps need to be filled?
* What information do I need to check on?
* What other perspectives do I need?

**Venn Diagram**

****

# Multiple Perspectives Group Reading Directions

**Discuss the differences and similarities of two readings.**

***Read*** each source and answer the questions for multiple perspectives.

***Discuss*** the similarities and differences of each source.

***Be ready*** to share your ideas with the class.

**What information does the source include?**

* What is emphasized?
* What is focused on?

**What information does the source suggest?**

* What do you think the author wants readers to believe?
* Who do you think this was written for?
* Why do you think this was written?

**What information does the source not include?**

* What was left out?
* What do other sources about this talk about that this doesn’t talk about?
* Do you think there were any particular facts that were avoided?

**What information do I still want to find?**

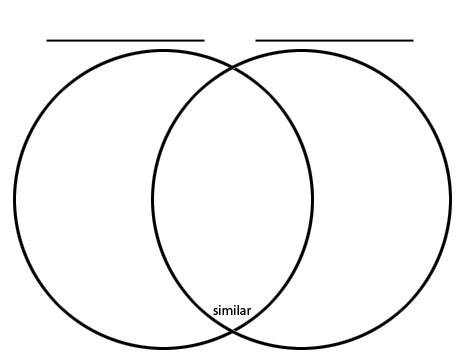
* What gaps need to be filled?
* What information do I need to check on?
* What other perspectives do I need?

# Comparing Multiple Sources Exit Ticket

**I can compare multiple historical perspectives**

You have learned how to compare multiple historical perspectives ***Reflect*** on what you have learned. ***Follow*** the directions below.

***Compare and contrast*** two historical sources on the same topic. Use the Venn Diagram below to show similarities and differences.



***Bonus:*** As a historian, why is it important to consider multiple perspectives?

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# Southern California in the Late 1800s

**Comparing Historical Perspective**

**Source #1**

***Happy Days in Southern California* by Frederick Hastings Rindge, 1898**   
Beautiful are thy gates, O California!

Southern California is a country of which it is said that if a man lives there for five years he will never leave it to stay. So, you see, it must be a goodly land. But what are the reasons, the conditions, that make it so beloved, that compel such loyalty to it? They are these,--climate, beauty, and variety. Its climate is almost perfect, its natural attractiveness certain, and the variety of its topography remarkable. What think you of taking a sleigh ride on Mount Lowe in the morning, descending on a marvelous inclined railway to Pasadena, where you stop long enough to gather your pockets full of oranges off the trees, and then electrically speeding away to Santa Monica for a swim in the Ocean of Peace,--and all in the same day? Yes, it *is* true. I know of no other country in the world where such variety exists, in such a compact area.

Rindge, Frederick Hastings. "Southern California." *Happy Days in Southern California*. Los Angeles, CA: n.p., 1898. 7. *American Memory from the Library of Congress*. The Library of Congress. Web. 9 Sept. 2013. <[http://hdl.loc.gov/ loc.gdc/calbk.104>](http://hdl.loc.gov/loc.gdc/calbk.104).

**Source #2**

***“Both Sides Told,” or, Southern California As It Is* by Mary C. Vail, 1888**

I HAVE found it very difficult for a non-resident of Southern California to obtain correct information regarding it. So varied is its climatic character, that it is almost impossible to give a description of the whole, that will be a truthful and intelligent delineation of a part. On the other hand, a man familiar with the scenery, climate, soil and products of one region, while he may give an accurate report of all around him, will, as a general thing, mislead as to other places. A description of the neighborhood of Los Angeles, or of Pasadena, will not do for San Diego, or the “Lake Town” Elsinore. A man writing from any point must put his own individuality and that of the surrounding region into his pages, and will describe features unseen elsewhere. The Pasadenian would enlarge upon the beauty and grandeur of mountain scenery, the wonderful growth and personal wealth of the place. The Elsinorean, speaking from the garden grounds of his beautiful lake, would paint values unfound elsewhere. Should he write from some parts of Los Angeles County, he might tell his friends truthfully, that he had worked in California cornfields, and had gathered the golden ears from soil as prolific as the choicest lands of Iowa, Illinois and Ohio. But here let me say that while there are many places in Southern California that can do equally well under a good system of irrigation, these are yet rare instances of phenomenal success, and I do not mention them to encourage Eastern farmers to “sell out” and hasten to a land of promise, expecting to land in a new home where all is success.

Vail, Mary C. "Both Sides Told." Ed. American Memory. Pasadena, CA: West Coast Pub., 1888. 3. *American Memory from the Library of Congress*. Web. 9 Sept. 2013. <<http://hdl.loc.gov/loc.gdc/calbk.167>>.

# The Selma to Montgomery Voting Rights March,

**Comparing Historical Perspective**

**Background**

In 1965, African Americans in the United States had possessed the theoretical right to vote for almost a hundred years. Under Reconstruction in the 1870s, many black men in the South did vote. Some who had been slaves only a few years before were elected to local and, in some cases, national office. By the turn of the 20th century, however, white “Redeemer” governments had reclaimed the legislatures in former Confederate states and adopted new constitutions disenfranchising African-American voters. Black citizens attempting to exercise their constitutional right to vote encountered barriers that they often found insurmountable. These included poll taxes, literacy tests, clauses that limited voting to people whose ancestors had voted in the past, and party primary elections that were limited to whites.

Men and women working for civil rights had long recognized that gaining the right to vote was central to achieving full citizenship for African Americans. The long-established National Association for the Advancement of Colored People (NAACP) had successfully challenged the restrictive primary and other obstacles to black voter registration, but other, younger organizations had grown impatient with the slow rate of progress through the legal system. In the 1950s and 1960s, the Congress for Racial Equality (CORE), the Student Nonviolent Coordinating Committee (SNCC), and the Southern Christian Leadership Conference (SCLC) turned to mass demonstrations and nonviolent acts of civil disobedience. Martin Luther King, Jr., the charismatic leader of SCLC, became internationally known for promoting, supporting, and participating in nonviolent direct action seeking civil rights for African Americans. In December 1964, he was awarded the Nobel Peace Prize, becoming, at age 35, the youngest person ever to receive that honor.

Peaceful demonstrations attracted media coverage, particularly when they were met with violent opposition. This helped generate the widespread support necessary for the passage of civil rights legislation. This legislation, particularly the Civil Rights Act of 1964, sought to achieve equal education, access to places of public accommodation and transportation, and equal employment. In 1965, however, most Southern blacks were still unable to overcome the obstacles set up to prevent them from voting.

National Park Service. "The Selma to Montgomery Voting Rights March: Shaking the Conscience of the Nation--Setting the Stage." Using Historic Places to Teach. National Park Service, n.d. Web. 9 Sept. 2013. <[http://www.nps.gov/nr/twhp/ wwwlps/lessons/133SEMO/133setting.htm](http://www.nps.gov/nr/twhp/wwwlps/lessons/133SEMO/133setting.htm)>.

**Source #1-4**

**Amelia Boynton (Selma Resident, widow of Samuel Boynton and active in the Dallas County Voters Leagues in 1965):** So that Sunday morning I went immediately to the church. I had on high-heel shoes, because at that time I didn't wear low-heel shoes. I started out with the rest. Marie Foster and I were in the front. And just before we got to the light across the [Edmund Pettus] bridge, we saw that the road was blocked. I didn't think anything was going to happen, but as we approached, it was announced, "Don't go any farther." And when Hosea Williams said, "May I say something?" Clark said, "No, you may not say anything. Charge on them, men!”

And they started beating us. They had horses. And I saw them when they were beating people down, and I just stood. Then one guy hit me with the nightstick, I think it was a nightstick. He hit me with the nightstick just back of the head and down toward the shoulder. And I still stood up there. Then the second lick was at the base of the neck. And I fell. I think that was the ambulance that came from Anderson Funeral Home that took me to the church and tried to revive me but could not revive me. So they took me to the Good Samaritan Hospital. And when I was revived, I really didn't know where I was, but I was there several hours before I really came to.

**Hosea Williams:** So when we got over the bridge—well I'll tell you, it was one of the most gratifying and most memorable moments of my whole life. I don't think I ever seen Americans more ready and willing to suffer and sacrifice for dignity, for human dignity, in my whole life. (Inaudible). And I was just like crying inside, laughing, I'm just so happy to see all of those people just, let's go, let's go.

So we go ahead across the bridge, then we come to the confrontation after we cross the bridge. And I don't know where I've seen that many cops and state troopers and militia men. Al Lingo was the Public Safety Commissioner. He said, "Halt!" So we stopped. And he said, "Take them niggers back home." Now, I finally mustered up enough grit and grime to open my mouth. I said, "Sir, may we have a word with you?" And he said, "There will be no talking today. I said take them niggers back to the church. You got one minute." I looked at my watch, and 15 seconds he said, "Charge." So they knocked me right down. They first beat us down with billy clubs, then they gassed us. It was a military attack. And then I saw those horses. And I was there, I said, Oh my god, how many people did I lead to their death today?

**John Lewis:** So they came toward us, pushing and trampling us with the horses and beating, and then they released the tear gas. And I was just there choking, choking, and I felt like it was the last demonstration. I was clubbed down and I suffered a concussion.

**Jamie Wallace:** Well, when we topped the bridge, I could see that there was a formidable line of troopers beyond, about a hundred yards beyond the bridge. Major John Cloud, who was head of the state troopers, told them they could not march beyond that point, to turn around and go back. And at some point, pushing and shoving started. And of course the troopers moved in and started a panic, because when you pushed against them with those billy clubs, people started falling, they started grasping at the clubs, and then they started using the clubs in a different sort of way. And then they started firing tear gas. And of course that really set off a panic.

Anything could have happened at that point. They had a collection of onlookers over there in the back of trucks and so forth watching what was happening, and we didn't know how many of those might get involved in it, which fortunately they didn't. There were very few times during the whole movement that I ever was afraid, but that was one day that I was physically afraid. Plus I was also very angry.

The national media was not here that day, but WSFA in Montgomery, I believe, ended up with the footage that you've seen shown thousands and thousands of times since then. It did make the national news that night, and of course immediately there was an outpouring of support from across the nation.

*Source #1-4 was compiled from the following oral history interviews, conducted for the National Park Service by Edwin Bearss, NPS Chief Historian, and others: John Lewis, #501-502 (July 11, 1990); Amelia Boynton Robinson, #524-527*

*(September 10, 1991); Jamie Wallace, #504-506 (September 4, 1991); and Hosea Williams, #520-523 (September 6, 1991). The Selma to Montgomery Voting Rights March*. National Park Service, n.d. Web. 9 Sept. 2013. <[http:// www.nps.gov/nr/twhp/wwwlps/lessons/133SEMO/133facts2.htm>](http://www.nps.gov/nr/twhp/wwwlps/lessons/133SEMO/133facts2.htm).

**Source #5**

**Excerpt from: *Alabama Police Use Gas and Clubs to Rout Negroes* by Roy Reed, The New York Times, 1965**

Selma, Ala., March 7 - Alabama state troopers and volunteer officers of the Dallas County sheriff's office tore through a column of Negro demonstrators with tear gas, nightsticks and whips here today to enforce Gov. George C. Wallace's order against a protest march from Selma to Montgomery.

At least 17 Negroes were hospitalized with injuries and about 40 more were given emergency treatment for minor injuries and tear gas effects.

The Negroes reportedly fought back with bricks and bottles at one point as they were pushed back into the Negro community, far away from most of a squad of reporters and photographers who had been restrained by the officers.

A witness said that Sheriff James G. Clark and a handful of volunteer posse men were pushed back by flying debris when they tried to herd the angry Negroes into the church where the march had begun.

Reed, Roy. "Alabama Police Use Gas and Clubs to Rout Negroes." Editorial. *New York Times* 8 Mar. 1965, Late City ed.: 1. *The New York Times On The Web Learning Network*. The New York Times, 2010. Web. 9 Sept. 2013. <[http:// www.nytimes.com/learning/general/onthisday/big/0307.html#headlines](http://www.nytimes.com/learning/general/onthisday/big/0307.html#headlines)>.

# LESSON 4 Researching History

**Supporting Interpretations with evidence**

**Time needed:** One class period

**Intro:** This lesson provides students with support to distinguish between primary and secondary sources, gauge the significance of a source, and find specific evidence within a source. Students will work in small groups to discuss a variety of sources. They will then choose a source they believe is significant and identify specific textual evidence.

**Materials Needed:**

* Handout on Primary/Secondary source + textual evidence
* Sample Sources/Readings
* Group Source Monitoring Directions
* Exit ticket

**National Standards:**

*Common Core:*

[CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.

*Historical Thinking Standards:*

Standard 4 - Historical Research Capabilities - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

**Learning Objectives:**

1. Identify specific evidence in a historical source to support students interpretations.
2. Identify significance or usefulness of sources.

**Evidence of Learning:**

An explanation of a source, pointing to specific evidence and identifying its significance in answering a historical question.

**LESSON SEQUENCE:**

* 1. **Think/Pair/Share**

Are all historical sources useful? Why or why not? What sources would be more or less useful?

* 1. **Review Handout**
* Primary and Secondary Sources
* Identifying specific evidence
* Significance of sources
  1. **Group Source Monitoring**

Small groups practice identifying primary vs. secondary sources. Groups discuss the sources and organize them in order of significance for answering a specific historical question. Groups also circle, highlight, or copy down a very specific part of the source that provides evidence to what they believe is answering the question.

* 1. **Class Discussion**

Discuss what the groups thought were the most useful/least useful sources. Why? Discuss what specific evidence the groups found to be most useful in answering the questions. Where there different interpretations?

* 1. **Exit Ticket/Homework**

Students should find a source that is significant for the historical question she or he is working on. The students should identify a specific piece of the evidence that provides support to the question.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Research**  **Capabilities** Support interpretations by citing specific textual evidence.  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  [Literacy.RH. 6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) | Points to source as a whole for support, but does not point to specific part of source. | Points to specific evidence within source to support interpretation. | Points to specific evidence within source to support interpretation.  Assesses  significance of source. | Points to specific evidence within source to support interpretation.  Assesses  significance of source. Uncovers the  social, political,  and economic context of the source. |

# Primary and Secondary Sources Handout

**What is the difference between Primary and Secondary Sources?**

**Primary and Secondary Sources**

Sources are the places you get your information from. There are many different items that are sources, such as books, articles, advertisements, letters, interviews, photographs, paintings, etc. All of these sources can be divided into two broad categories, *primary and secondary.* When using sources, it is important to know which type of source you are using and what kind of information you can get from it.

**Primary Sources**

*Primary sources* are a firsthand account. They were usually produced at the time of the historic event. The primary source is an original source of information. Primary sources can be a photograph of the event, an interview with a person who was there, a newspaper article, and a diary entry or letter about the event, just to name a few.

**Secondary Sources**

*Secondary sources* are created from primary sources. A historian writing a book on a specific event would use primary sources, but would be creating a secondary source (the book she is writing). Textbooks, encyclopedias, and magazine articles are some examples of secondary sources.

**Significance of Sources**

Primary sources are not necessarily more important than secondary sources. Historians will often use many sources, both primary and secondary, but there is no way to use all the sources. Historians will pick out the most significant sources. So, how do you know if a source is important? Here are some questions to help you decide the significance of a source. If you answer “yes” to the following questions, it may be a significant source. If you answer “no” to all of them, it may be an insignificant source and you might not want to dedicate your time to working with it.

* Do you think the information provided is accurate?
* Does the source provide information you are looking for?
* Does the source provide a different perspective?
* Is it a primary source that provides you with a better understanding of what the event was really like?

**Identifying Specific Evidence**

Sources are like evidence that helps to explain what happened. A great skill to develop is the ability to point to a specific part of a source that acts as historical evidence. Keep your eyes open for any part of a source that answers a question you had or provides important information. Being able to identify this specific evidence will help you support your understanding of history and any historical arguments you might make.

# Group Source Monitoring Directions

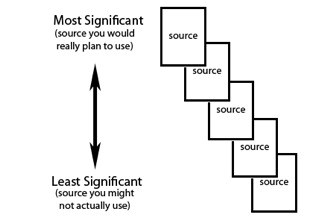
**Discuss the significance of each source.**

1. ***Read*** the description of each source.
2. ***Identify*** if it is a *primary* or *secondary* source.

|  |  |
| --- | --- |
| **Primary Sources** Firsthand account | **Secondary Sources**  Created from primary sources |
| * Diary * Letter * Newspaper article from the time period of event * Book from the time period of event * Photograph * Painting from the time period of event * Data * Government document * Speech * Interview * Autobiography | * Encyclopedia * Book (unless from the time period) * Most websites * Timeline * Textbook * Biography |

1. ***Discuss*** the significance of each source.

* Do you think the information provided in this source would be accurate?
* Do you think the source would provide information you would be looking for?
* Do you think this source would provide a different perspective?
* Is it a primary source that provides you with a better understanding of what the event was really like?

1. ***Highlight,*** underline, or circle a specific part of the source that would be valuable evidence.
2. ***Organize*** the sources in order of significance (based on your group discussion). See diagram to right.
3. ***Be ready*** to share your ideas with the class.

# Finding Evidence Exit Ticket

**I can find specific evidence in historical sources.**

You have learned how to find specific evidence in sources. ***Reflect*** on what you have learned. ***Follow*** the directions below.

***Answer the following questions:***

* 1. What isthe historical question you are researching?

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* 1. What isone source that you think would provide significant evidence?

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* 1. Is this a primary or secondary source? (circle one)

**Primary Secondary**

* 1. Provide one sentence from the text that you would use as evidence.

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* 1. Explain why you think this sentence would be useful evidence.

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***Bonus:*** What purpose or role did this source have in society at the time it was created?

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# How did women’s employment change in the 1920s?

**Source #1**

***Careers for Women*, advertisement, 1920**

*CAREERS FOR WOMEN Compiled and Edited by Catherine Filene*

*Director of the Intercollegiate Vocational Guidance Association*

*A complete and authoritative guide to one hundred and sixty occupations open to women. Each subject is described by an expert in that particular field, who tells frankly and concisely the advantages and disadvantages of the occupation, the salary that may be expected, the opportunities for advancement, the necessary qualifications, and the best preparation.*

*To every girl who has felt that her choice of career is limited to nursing, teaching and stenography, these articles will come as a revelation, enabling her to choose from among one hundred and sixty possible vocations just the career that will bring her success and happiness.*

*An idea of the range and authority of the articles is given in the following partial list of the occupations described.*

* THE OPERA SINGER By Geraldine Farrar, Metropolitan Opera Company.
* THE PUBLIC ACCOUNTANT By Lena F. Mendelsohn, C. P. A., Member American Institute of Accountants.
* WOMEN IN ADVERTISING AGENCY SERVICE By Laurice T. Moreland, George Batten Company.
* THE BEEKEEPER By Letitia E. Wright, Jr. The Bee Club, School of Horticulture for Women, Ambler, Pennsylvania.
* THE DAIRY WORKER By Harriet F. Hilliker, Carver Hill Farm, Mass.
* THE DOG-RAISER By Claudia Phelps, Aiken, S. C.
* THE LANDSCAPE GARDENER By Mrs. Louie T. Vignoles.
* THE POULTY-KEEPER By Marion Pulley.
* THE ARCHITECT By Lois L. Howe.
* CLOTHES DESIGNING By Florence McGowan, Designer, Joseph Morris & Co., New York City.
* THE GARDEN PHOTOGRAPHER By Jessie Tarbox Beals, New York.
* THE PHOTOGRAPHER By Mary L. Patten
* THE STAGE DESIGNER By Lucy Conant, Berkeley, Calif.
* OPPORTUNITIES FOR WOMEN IN A BOOK-PUBLISHING HOUSE By M. Irene Salmon, Houghton Mifflin Co.
* THE DETECTIVE By Georgia L. Oakes
* THE PROFESSIONAL SHOPPER By Ruth Leigh, New York.
* THE PROOF READER By Alice E. Evans, Riverside Press.
* THE MOTION-PICTURE DIRECTOR By Ida May Park, Motion-Picture Director, Willis & Inglis, Los Angeles.
* THE DRAMATIC CRITIC By Katherine Lyons, Dramatic Critic, Boston Traveler.
* THE FEATURE EDITOR By Margaret S. Gray, Philadelphia North American.
* THE REPORTER By Katharine Bartlett, Reporter on Boston Globe.
* THE SPECIAL-ARTICLE WRITER By Florence J. Cowles, Boston Herald.
* THE STYLE EXPERT By Charlotte C. Sweeney, Jordan Marsh Company, Boston.
* WOMEN IN RAILROAD SERVICE By Pauline Goldmark, Manager Women's Service Station, U S Railroad Admin.
* THE PAGEANT DIRECTOR By Hazel MacKaye, Director of Bureau of Pageantry and the Drama, Y. W. C. A., NYC
* THE PLAYWRIGHT By Rachel Crothers, Author of "Thirty-Nine East," "At Nine-Forty-Five," etc.
* THE PROFESSIONAL STORY-TELLER By Anna Curtis Chandler, Metropolitan Art Museum, New York City.
* THE ELEMENTARY-SCHOOL TEACHER By Lulu M. Stedman, Southern California Branch, UCLA THE KINDERGARTNER By Gertrude L. Coursen.
* THE TEACHER OF THE BLIND By Eleanor E. Kelley, Perkins Institute for the Blind.
* THE HIGH-SCHOOL PRINCIPAL By Ethel P. Andres, Principal Lincoln High School, Los Angeles.

Careers for Women, Houghton Mifflin Company. Advertisement. *Careers for Women Compiled and Edited by Catherine Filene, 1920*. American Memory from the Library of Congress, nd. Web. 9 Sept. 2013. <[http://memory.loc.gov/cgi-bin/query/r?ammem/ rbpe:@field(DOCID+@lit(rbpe07905000))>](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe07905000))).

* THE SCHOOL SUPERINTENDENT By Mary C. Mellyn, Assistant Superintendent, Boston Public Schools.
* WOMEN IN GOVERNMENT SERVICE By Mary N. Winslow, Industrial Agent, Women's Bureau, U. S. Dept of Labor.
* EXECUTIVE SECRETARY By Isabel Simeral, Woman's City Club, Cleveland:
* PRIVATE SECRETARY By Belle S. Roberts, Secretary to the Hon. Herbert Quick, U. S. Department of the Interior.
* PUBLIC STENOGRAPHER By Jessie M. Sherwood
* SHORTHAND REPORTER By Nellie Wood Freeman for several years holder of the international record for speed and accuracy.
* CAMP-FIRE GIRL LEADERS By Rowe Wright, New York.
* GIRL-SCOUT LEADERS By Esther Eaton, National Headquarters of Girl Scouts.
* JUVENILE-COURT WORKER By Augusta F. Bronner, Ph. D., Assistant Director, Judge Baker Foundation, Boston.
* THE BOND SALESWOMAN By Clara Porter, Guaranty Trust Co., New York City.
* THE CHILD-HYGIENE WORKER By S. Josephine Baker, M. D., D. P. H., Director Bureau of Child Hygiene, Dept of Health, New York City.
* THE DISTRICT NURSE By Mary Beard, R. N. Instructive District Nursing Association, Boston.
* THE OPTOMETRIST By M. Doris Sweetland, Lynn, Mass.
* THE OSTEOPATH By Dr. Edith Stobo Cave, Doctor of Osteopathy, Boston.
* THE PRIVATE NURSE By Sara E. Parsons, Superintendent of Nurses, Massachusetts General Hospital, Boston.
* THE PRIVATE PRACTITIONER By Elizabeth A. Riley, M. D.
* THE WOMAN DENTIST By Anne S. Worthen, D. M. D.
* THE WOMAN SURGEON By Dr. Ellen C. Potter, Harrisburg, Pa.
* CANNING AND PRESERVING OF HOME PRODUCTS By Melita Crawley, Lansdowne, Pa.
* THE DIRECTOR OF A CLOTHING CENTER By Ada F. Blanchard, Director of Clothing Information Bureau, Boston.
* EXTENSION WORK IN HOME ECONOMICS By Alice M. Blinn, New York State College of Agriculture.
* THE RESTAURANT MANAGER By Mary Love, R. and J. Lazarus Company, Columbus, Ohio.
* THE SUNDAY EDITOR By Dorothy Pratt, Sunday Editor, Waterbury Republican.
* THE DIRECTOR OF PHYSICAL EDUCATION IN PRIVATE SCHOOLS By Hester Chaplin, Director of Physical Ed.
* POLITICS, A PROFESSION FOR WOMEN By Mary Garrett Hay, New York.
* THE Y. W. C. A. WORKER By Abigail T. Hawkes, Cultivation Secretary, Personnel Bureau, Y. W. C. A., New York City.
* THE PHARMACIST By Eleanor Kerker, Assistant Registrar, College of Pharmacy, Columbia University.
* THE TEA-ROOM MANAGER By Katharine A. Fisher, New York.
* THE TEXTILE FIELD AS A CAREER FOR WOMEN By Mary Schenck Woolman.
* THE VISITING HOUSEKEEPER By Emma A. Winslow, Secretary, Committee on Home Economics, New York Charity Organization Society, Lecturer in Household Arts, Teachers College, Columbia University.
* THE HOSTESS IN AN INSTITUTION FOR GIRLS By Mrs. Mabel Snow, Worcester, Hostess, Franklin Square House •THE LIFE-INSURANCE AGENT By Corinne V. Loomis, Manager Women's Dept, Penn Mutual Life Insurance Co.
* THE CORPORATION LAWYER By Reba Talbot Swain, New York.
* THE MAGISTRATE By Jean H. Norris, LL. B., LL. M., City Magistrate, New York City.
* THE PROSECUTING ATTORNEY By Florence E. Allen, Assistant Prosecuting Attorney, Cuyahoga County, Ohio.
* THE LIBRARIAN By June Richardson Donnelly, Vice-President, Training Section, American Library Association.
* THE BOOK-REVIEWER By Helen Bishop Dennis, Boston Herald.
* THE MAGAZINE EDITOR By Leonardo Goss, Editor, Butterick Publishing Company.
* THE POLICEWOMAN By Mina C. Van Winkle, Washington, D. C.
* PROBATION OFFICER By Alfretta P. McClure, Probation Officer, Boston Court House.
* PSYCHIATRIC SOCIAL WORK By Mary C. Jarrett, Harvard Medical School.
* SOCIAL SETTLEMENT WORKER By Eva Whiting White, Director Elizabeth Peabody House, Boston.
* WORK WITH IMMIGRANTS IN NEW YORK STATE. By Clara B. Springsteed, Asst Supervisor of Immigrant Ed, U of State of NY.
* GENEALOGIST By Jessie Freemont Emery.

*CAREERS FOR WOMEN is an attractive cloth-bound volume of 600 pages, price $4.00. To order a copy, sign and mail this order form to your bookseller, or to the publisher.*

*HOUGHTON MIFFLIN COMPANY*

*4 Park Street, Boston 8*

Careers for Women, Houghton Mifflin Company. Advertisement. *Careers for Women Compiled and Edited by Catherine Filene, 1920*. American Memory from the Library of Congress, nd. Web. 9 Sept. 2013. <[http://memory.loc.gov/cgi-bin/query/r?ammem/ rbpe:@field(DOCID+@lit(rbpe07905000))>](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe07905000))).

**Source #2**

**“*A New Woman Emerges”* by Louise Benner, printed in the *Tar Heel Junior Historian*, 2004.**

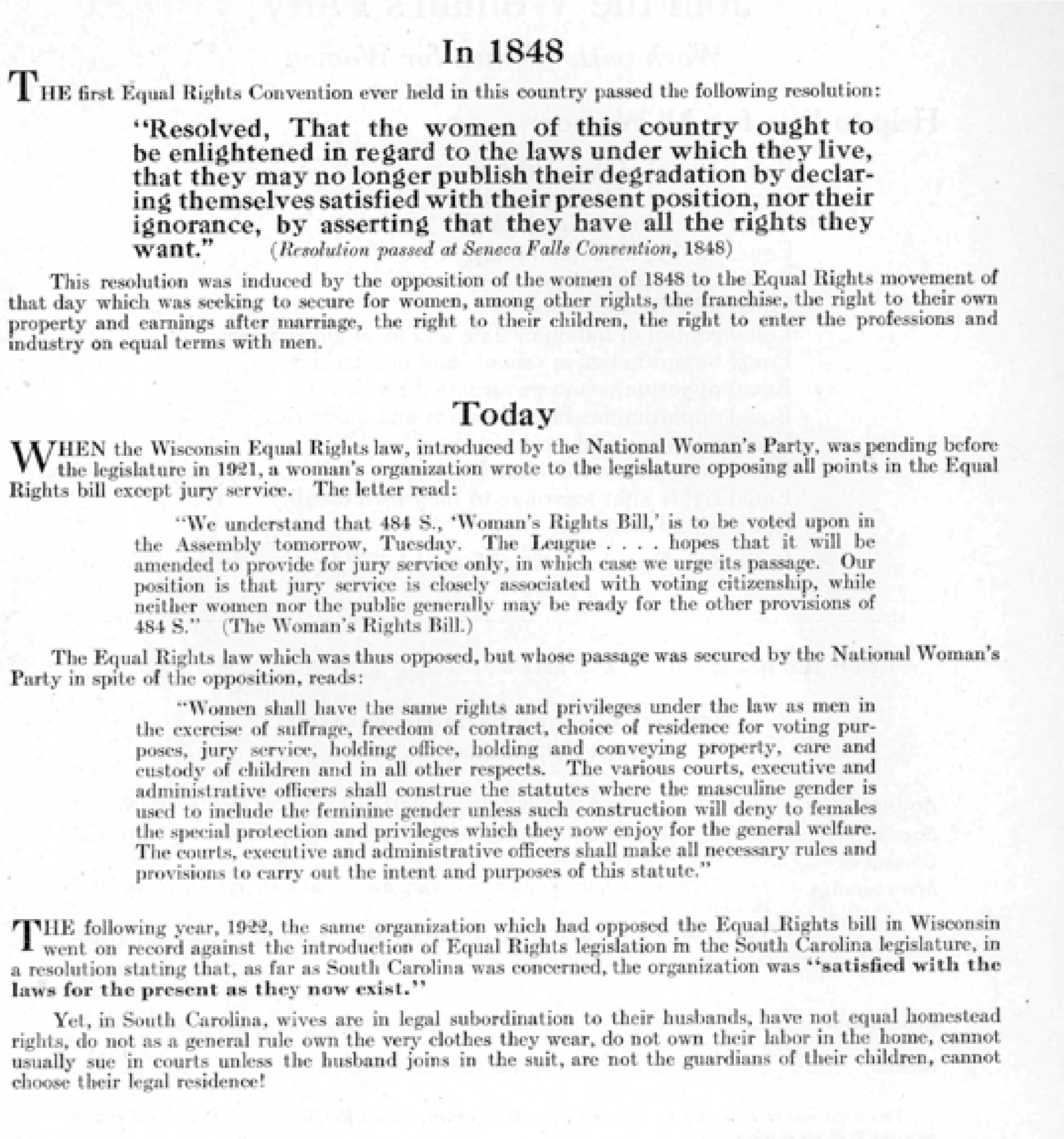
Excerpt:  
“In the United States in the 1920s, only about 15 percent of white and 30 percent of black married women with wage-earning husbands held paying jobs. Most Americans believed that women should not work outside the home if their husbands held jobs. As a result of this attitude, wives seldom worked at outside jobs. However, some married women in desperate need took jobs in textile mills...”

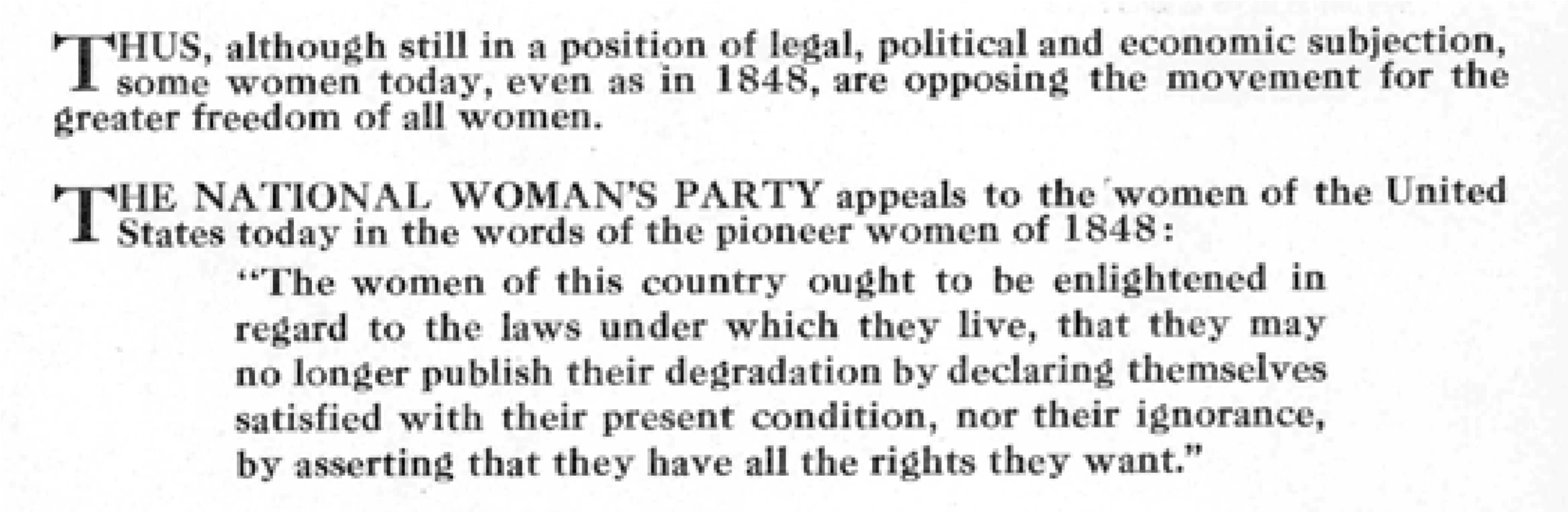
“At the same time, public acceptance of wage-earning jobs for young unmarried women was growing. No longer being limited to work as “mill girls” or domestics, these women began to perform clerical work in offices and retail work in shops and department stores. It became acceptable for working girls to live away from their families. Some young married women worked until they had children. Working for wages gave women independence, and by 1930 one in four women held a paying job.”

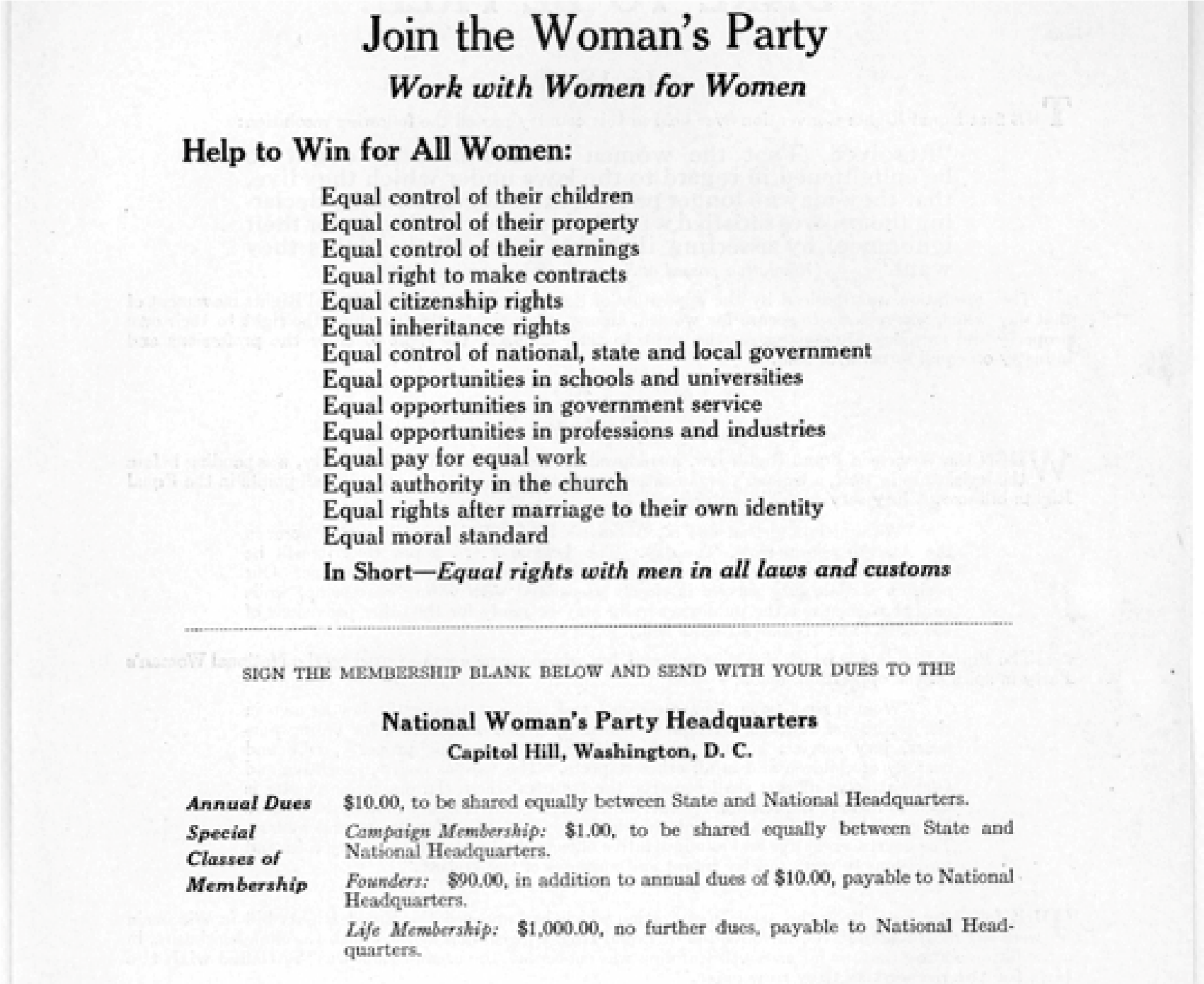
Benner, Louise. "A New Woman Emerges." *Women in the 1920s*. NCpedia, 2004. Web. 9 Sept. 2013. <[http://ncpedia.org/ history/20th-Century/1920s-women](http://ncpedia.org/history/20th-Century/1920s-women)>.

**Source #3**

**“*Dare to be Free!”* Membership card by National Women’s Party, 1922.**







National Women's Party, 1922. Advertisement. *Dare to Be Free! ... Washington, D. C. 1922.* American Memory from the Library of Congress, n.d. Web. 9 Sept. 2013. <<http://memory.loc.gov/cgi-bin/ampage?collId=rbpe>>.

**Source #4**

**“*A History of Women Faculty at the University of Washington, 1896-1970”* a Ph.D. Thesis Paperby Margaret A. Hall, University of Washington, 1984.**

**Abstract:**  
“In 1896 the University of Washington set out to become an institution committed to research and the furthering of knowledge, not merely to its transmission as was the case in the first thirty years of its existence. In its transformation, the university faculty became predominantly male. The number of women faculty members fell quickly to eleven percent and then reached a low of six percent in 1910. By 1920 two types of segregation circumscribed women faculty's role: territorial (appointing women in areas having to do with supposed female interests) and hierarchical (allocating women mostly to the lower ranks). Strong women leaders emerged in response to the professional opportunities that existed in the departments of home economics, nursing and women's physical education. Indeed, averaged over the period of this study, the faculty in these channeled fields made up thirty-seven percent of all women faculty. In the non-channeled fields, only a few exceptional women earned promotion to the higher ranks. As an economy measure, the university established the "temporary" rank of Associate in 1919. Over the years, more than fifty percent of the women faculty occupied this non-tenured, low-status position at some point in their faculty experience. These developments, plus the initiation of an anti-nepotism policy in the 1930s, typified women faculty's tenuous role throughout the period of study. In spite of these barriers to their full acceptance, women faculty made some progress from the pre-World War I years to the end of World War II. Following World War II, the large scale entry of G. I. Bill educated veterans into the professions coincided with a second steep rise in research emphasis at the University of Washington, resulting in a differential growth in the male faculty. During the 1960s, as in the first decade of this century, women lost ground relative to men. While their numbers increased, their percentage fell below fifteen per cent of the university faculty. Women faculty have not experienced significant progress in this period of study, with the exceptions of the World War II years and those of the Depression.”

Hall, Margaret A. "A History of Women Faculty at the University of Washington, 1896-1970." Thesis. University of Washington, 1984. *A History of Women Faculty at the University of Washington, 1896-1970*. University of Washington Libraries, 7 Oct. 2009. Web. 9 Sept. 2013. <[https://digital.lib.washington.edu/researchworks/handle/ 1773/10506](https://digital.lib.washington.edu/researchworks/handle/1773/10506)>.

# LESSON 5 Historical Issues

**Forming an opinion about a historical event**

**Time needed:**

One class period

**Intro:** This lesson builds from the evidence students found using the previous lesson. Students will need to formulate a position in response to a historical question. They will need to provide evidence to back that position. This lesson prepares students to have a sort of thesis for the timeline or tour they make in ChronoZoom.

**Materials Needed:**

* ChronoZoomer's Guild Announcement
* Handout on sharing and supporting a decision
* Example claims to critique
* Group Critique handout
* Exit ticket

**National Standards:**

*Common Core:*

Note: This lesson is based on a higher level standard. This lesson is meant to support students in eventually reaching this standard.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *Historical Thinking Standards:*

Standard 5 - Historical Issues - **Formulate a position or course of action on an issue** by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

**Learning Objectives:**

1. Formulate a position around a historical event.
2. Support an interpretation using evidence.

**Evidence of Learning:**

A constructed argument responding to the question presented by the ChronoZoomer's Guild.

**LESSON SEQUENCE:**

* 1. **Discuss**

Share the announcement from the ChronoZoomer's Guild. Discuss the requirements from the Guild. Allow students to ask any questions.

* 1. **Review Handout**
* Making a claim
* Constructing an argument
  1. **Group Argument Critique**

Small groups critique sample arguments. Using the group handout, they discuss which arguments are the strongest and which are lacking. If there is time left, groups can discuss how they would make the weak arguments better.

Example 1: “Cats are the best pets because I think they are the cleanest household animals.”

**Weak: Claim is supported by opinion.**

Example 2: “The Boston Celtics are the most decorated professional basketball team of all time because they have won more national championships than any other team.”

**Strong: Makes a claim and provides relevant support.**

Example 3: “Skateboarding is no more dangerous than other sports, in fact, many people believe it is more affordable than other sports.”

**Weak: Makes a claim but provides evidence that is not relevant.**

Example 4: “Disposable water bottles are bad for the environment.”

**Weak: Only makes a claim and does not support it.**

Example 5: “The Boston Tea Party was inevitable.”

**Weak: Only makes a claim and does not support it.**

Example 6: “World War II was the worst war of all time, it was just horrible.”

**Weak: Claim is supported by opinion.**

Example 7: “Abraham Lincoln faced many challenges in his presidency, he was also the tallest president in history.”

**Weak: Makes a claim but provides evidence that is not relevant.**

Example 8: “The American Revolution was caused by a disagreement between the American colonies and Great Britain. Americans desired similar rights of British citizens.

**Strong: Makes a claim and provides relevant support.**

* 1. **Solo Argument Writing**

Each student should write their own argument and fine tune it for submission to the

ChronoZoomer's Guild. Students should use information they have worked with throughout the week to make their decisions. If there is time left in the class, students should peer review the arguments with their group or someone next to them. You may also invite students to pitch their arguments to the class. **5. Exit Ticket/Homework**

Students should turn in a completed argument that will serve as the main argument for their ChronoZoom timeline or tour.

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| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Issues** Evaluate explanations of history and formulate a position or course of action on an issue  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)  [Literacy.RH. 11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) | Struggles to identify a problem from the past. | Identifies an issue or problem from the past. | Identifies an issue or problem from the past AND formulates a position or course of action on an issue. | Identifies an issue or problem from the past AND formulates a position or course of action on an issue. Identifies antecedents, alternative action, OR evaluates the implementation of a decision. |

# Making an Argument Handout

**How do we make a quality argument?**

**Arguments**

When you think of an argument, you might think of two people disagreeing or fighting with each other. When you look into that argument, they both have opinions or points of view that they are trying to support. In school and academics, we often call an argument a “main idea,” “claim,” or a “thesis statement.” These arguments might not involve yelling (usually), but you are backing up your point of view. Argumentation is a valuable skill that supports your critical thinking, decision making, and weighing evidence.

**Steps to Making a Quality Argument**

**1.** Make a ***claim.***

**2.** Support your claim with ***evidence.***

**3. *Explain*** how the evidence supports your argument.

**Making a Claim**

It might sound obvious, but it is sometimes overlooked. In order to make an argument, you need to actually *claim* something. Ask yourself, “what is the point of my argument?”

Claims can range from simple to more complex. Your claim can be about what you think happened in the past or it could be about why something happened. It all depends on the level of evidence you can provide. If you provide a far-out claim, you’ll ultimately be judged on your evidence.

**Supporting with Evidence**

The strength of your claim comes down to the strength of your evidence. Your sources are your evidence. You can see how having quality sources and being able to comprehend them is important if they are being used as evidence.

**Explaining Evidence**

Explain how the evidence supports your claim. Do not assume that the reader of your argument will make the same connections as you. Provide the evidence and explain what it means or how it is supportive of your claim.

**Tips for Quality Arguments**

* ***Focus*** on just one argument. Your evidence and sources may support other arguments, but stick to one claim. You will make a better argument if you focus.
* Stick to the ***most important evidence*** for your claim. Don’t dump a lot of information into your argument. Provide the most significant sources as evidence.
* Respond to ***counterarguments***. Consider the arguments readers are likely to make against your claim (or even ask people why they disagree). Respond to these counterarguments by providing evidence against them.
* Assume your ***audience*** is knowledgeable, but disagrees with your claim.

# Group Argument Critique Directions

**What makes a quality argument?**

1. As a group, ***read*** the example arguments provided.
2. ***Discuss*** your thoughts on each argument.

* Do you think this is a quality argument?
* Why or why not?
* How would you make this argument better?

1. ***Choose*** an argument and make it better. Write your group’s revised argument below.

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**Example 1**: “Cats are the best pets because I think they are the cleanest household animals.”

**Example 2:** “The Boston Celtics are the most decorated professional basketball team of all time, having won more national championships than any other team.”

**Example 3:** “Skateboarding is no more dangerous than other sports, in fact, many people believe it is more affordable than other sports.”

**Example 4:** “Disposable water bottles are bad for the environment.”

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**Example 6:** “World War II was the worst war of all time, it was just horrible.”

**Example 7:** “Abraham Lincoln faced many challenges in his presidency, he was also the tallest president in history.”

**Example 8:** “The American Revolution was caused by a disagreement between the American colonies and Great Britain. Americans desired similar rights of British citizens.

1. ***Be ready*** to share your ideas with the class.

# Constructing an Argument Exit Ticket

**I can construct a quality argument.**

You have learned how to identify and construct quality arguments.

***Reflect*** on what you have learned. ***Follow*** the directions below.

***Answer the questions below to begin constructing your argument.***

1. What isyour ***claim***?

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1. What ***evidence*** will you need to support this claim?

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***Bonus:*** Assuming your claim is true, how would the world be different if this event never occurred?

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