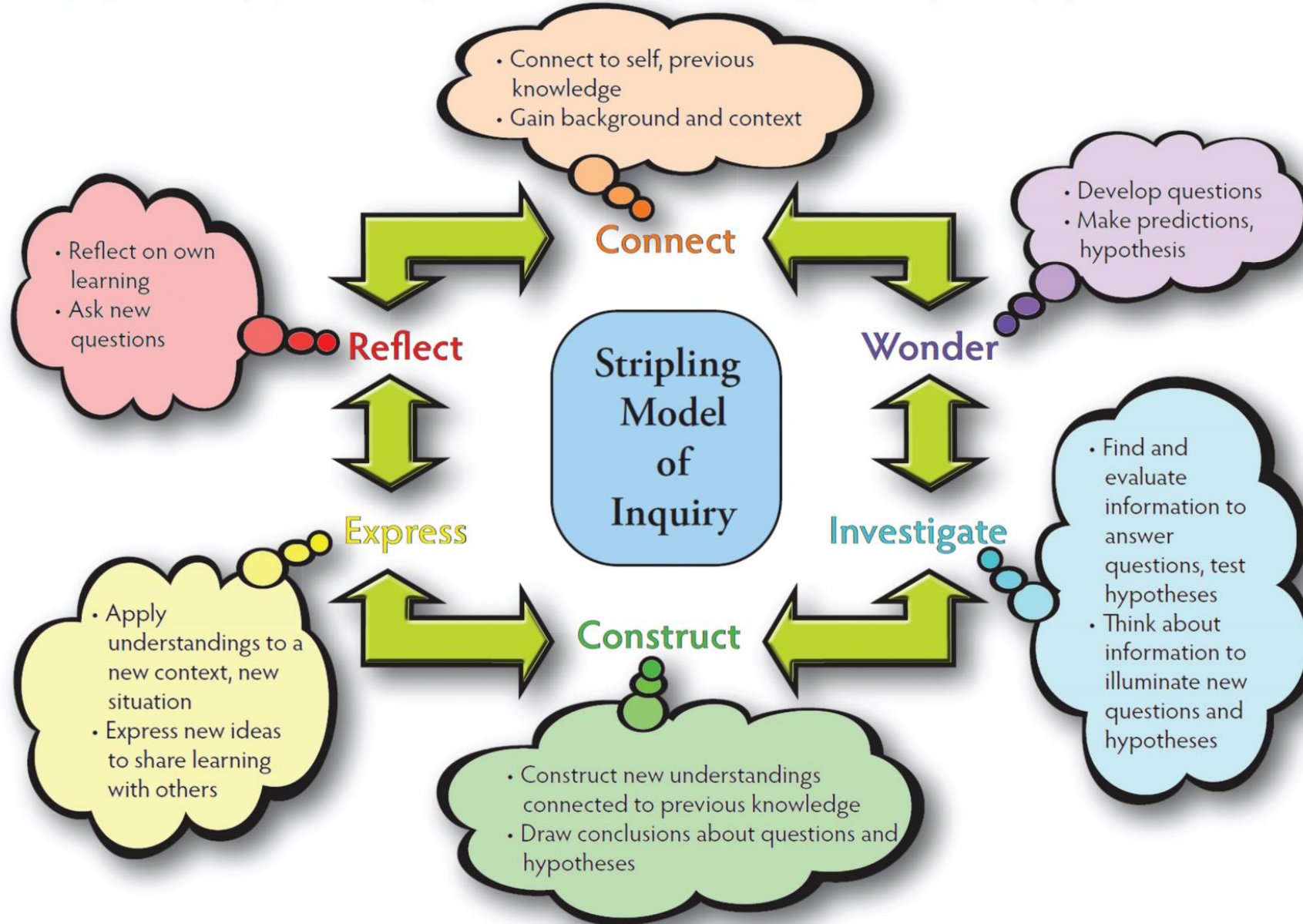


TUESDAY, FEB.14

*TEACHING WITH  
PRIMARY SOURCES*

*The Stripling Model of Inquiry is used throughout the Library of Congress' Teaching with Primary Sources program.*



Adapted with permission from Libraries Unlimited by Madison-Oneida BOCES.

MAKING THE SHIFT FROM STUDENT ENGAGEMENT TO  
**EMPOWERMENT**



*EMPOWERING  
LEARNERS  
THROUGH  
INQUIRY*

# PRIMARY SOURCE ANALYSIS TOOL

- The ORQ Process

Observe	Reflect	Question
<p>Ask students to identify and note details.</p> <ul style="list-style-type: none"><li>• What do you notice first?</li><li>• Find something small but interesting?</li><li>• What do you notice that is unexpected?</li></ul>	<p>Encourage students to generate and test hypotheses about the source.</p> <ul style="list-style-type: none"><li>• Why do you think someone made this?</li><li>• What do you think was happening when this was made?</li></ul>	<p>Invite students to ask questions that lead to more observations and reflections.</p> <ul style="list-style-type: none"><li>• What do you wonder about?</li><li>• What questions do you have that are unanswered?</li></ul>







*HOW DOES  
THE ADDITIONAL  
INFORMATION  
CHANGE YOUR  
THINKING?*

*"You Can't Beat Planter's Fertilizer and Asgrow Seeds!"*



Mrs. W. E. Shuford, well known Asheville resident, is shown here with a row of her fine peas grown this spring. She also grew onions, potatoes, corn, tomatoes, and squash in her garden in the Beaver Lake section. She had some of the earliest and finest vegetables in Buncombe county.

**"I'm 63 years old, and started growing a vegetable garden only three years ago," Mrs. Shuford says. "This one thing I have learned: you can grow the finest vegetables only by using the the best seed and fertilizer.**

**"Mr. Gilreath, Farmers Federation manager at Newbridge, has guided me along. I have found that Asgrow seeds and Planter's fertilizer make a combination you can't beat."**



**ASSOCIATED SEED GROWERS, INC.**

Breeders and Growers of Vegetable Seeds Since 1856

P. O. BOX 4264

ATLANTA 2, GA.



# VARIATIONS OF THE ANALYSIS GUIDE

- [See Think Wonder](#)
- [SOURCing from SHEG](#)
- [Primary Source Circles](#)



# *INTRODUCING PRIMARY SOURCES*

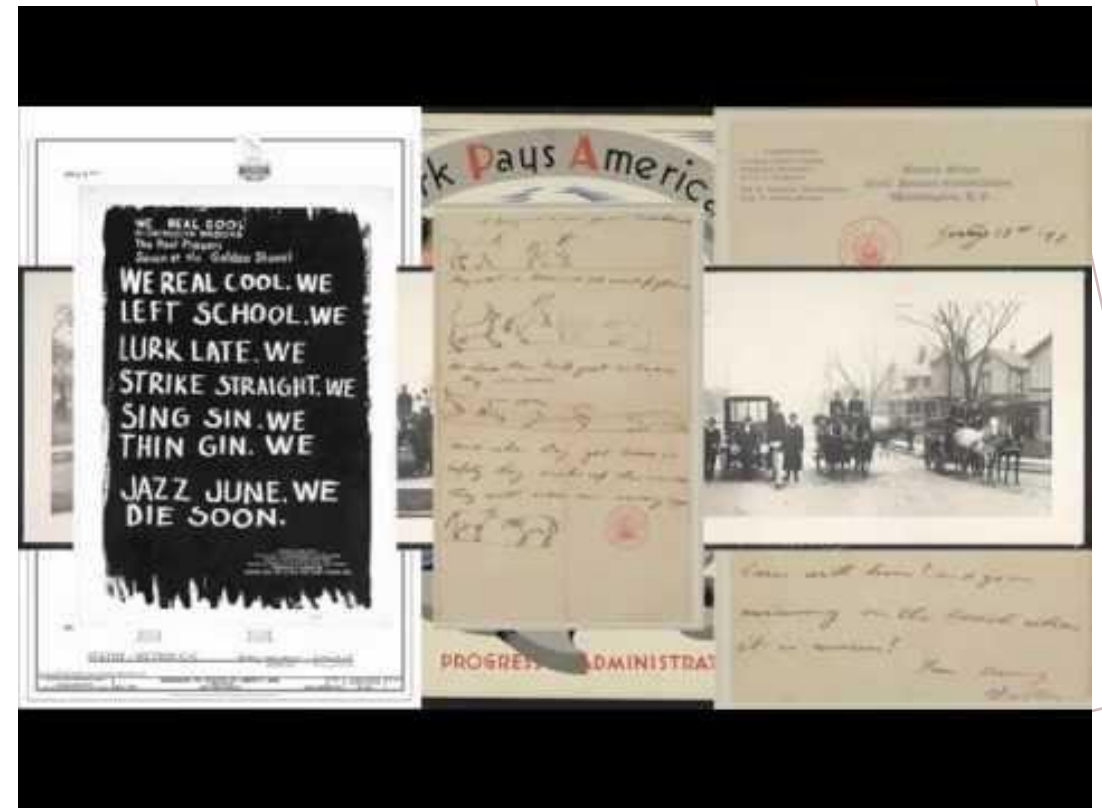
- Early introductions to primary sources encourage critical thinking and questioning!
- Teacher artifacts
- Student Life Museums
- Life in a Box





# INTRODUCING PRIMARY SOURCES - MIDDLE AND HIGH SCHOOL

- Primary Sources are not a thing of the past, but something that we are creating and discovering on a daily basis.
- Questions we want students to ask:
- How do primary sources change?
- What can we learn from each primary source about the person and time period?



# *PRIMARY V. SECONDARY SOURCES*

## Primary Sources

- First -Hand account of an event from the time period
- Created during the time period being studied
- “Raw Materials” of history

## Secondary Sources

- Analyzes and interprets a primary source
- Second-hand account of an historical event
- Created after studying primary sources



# *SMALL GROUP ANALYSIS*

*Use the ORQ or See, Think, Wonder to work with a new image in small groups.*

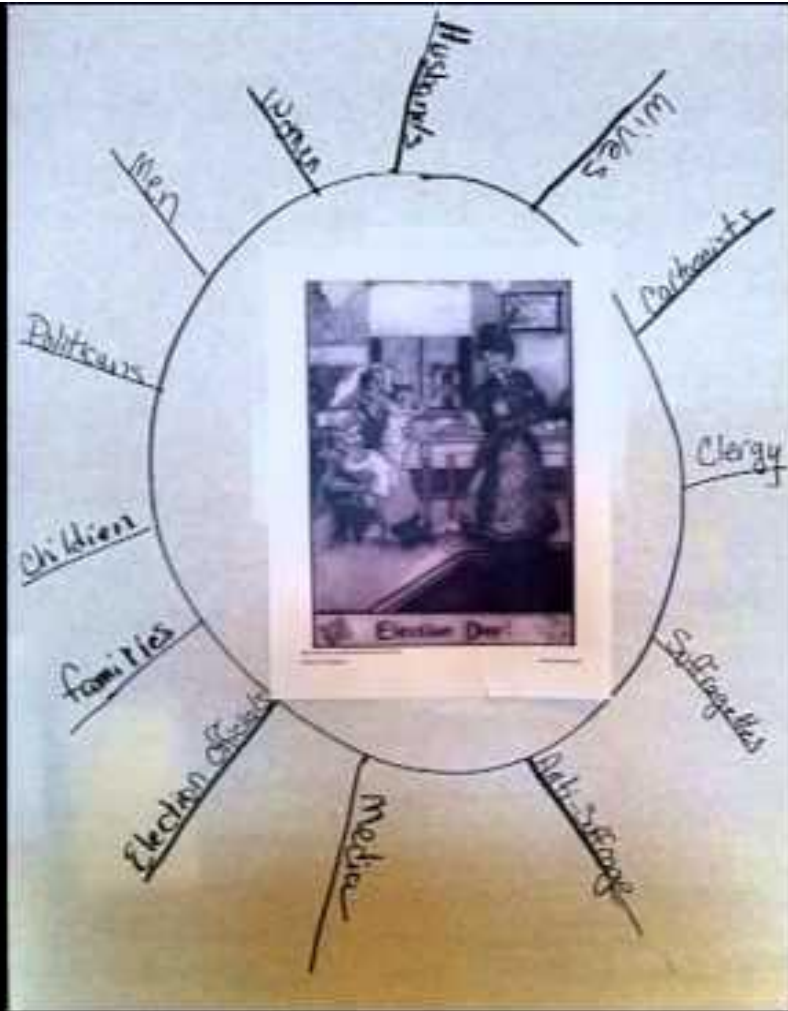




# *CIRCLE OF VIEWPOINTS*

- Explore various perspectives
- Analyze absent narratives
- Consider bias

- [Sample Lesson Plan: Westward Expansion](#)









# READING AND ANALYZING NONFICTION (RAN)

What I think I know	Confirmed	Misconceptions	New Learning	Wonderings

- \* Safe space for misconceptions
- \* Opportunity to make inferences and research answers
- \* Interactive
- \* Inquiry-based
- \* Encourages Authenticity

# *QUESTION FORMULATION TECHNIQUE*

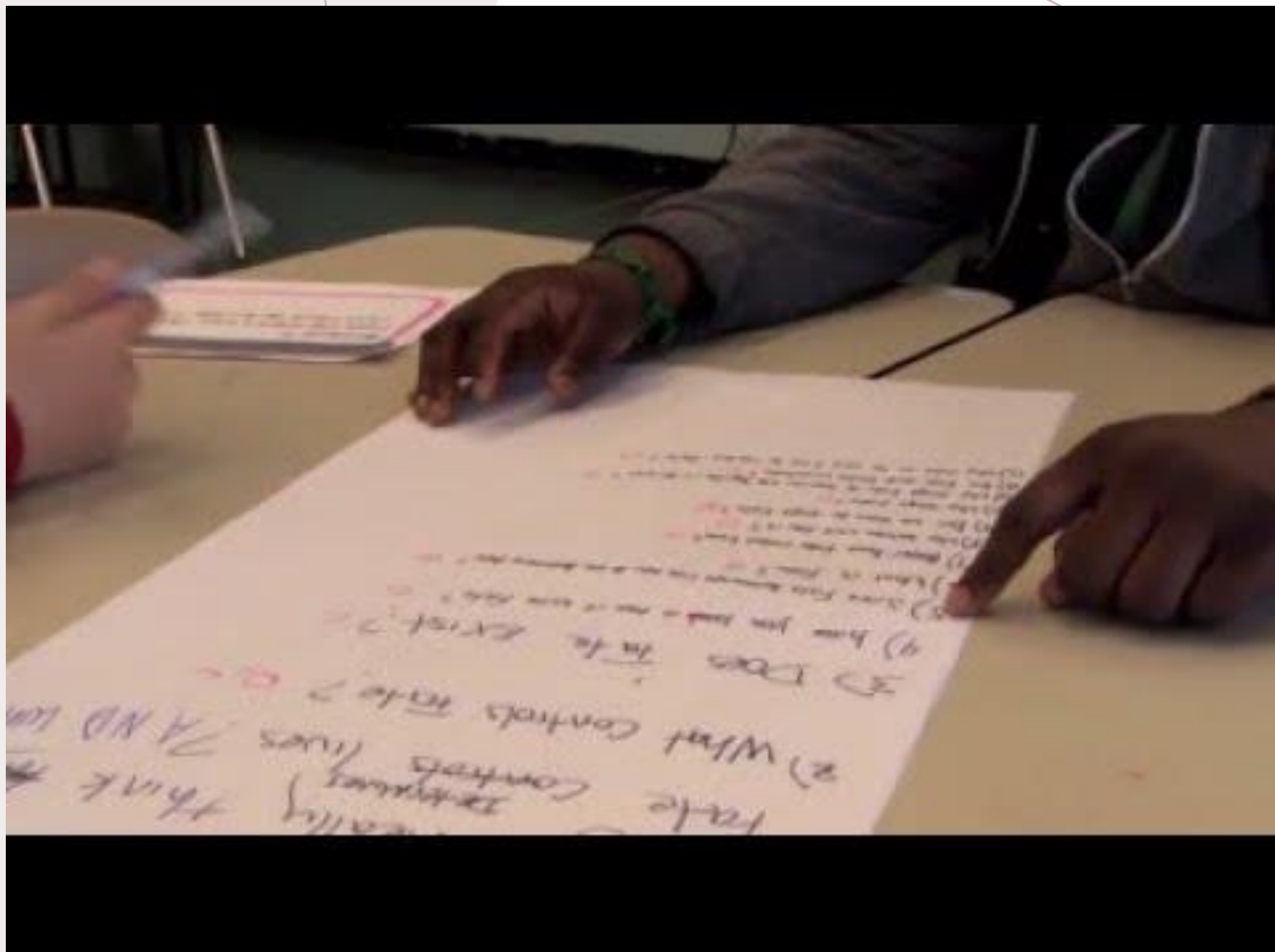


**QUESTION  
FORMULATION  
TECHNIQUE** IN  
**90 SECONDS**

InquirED

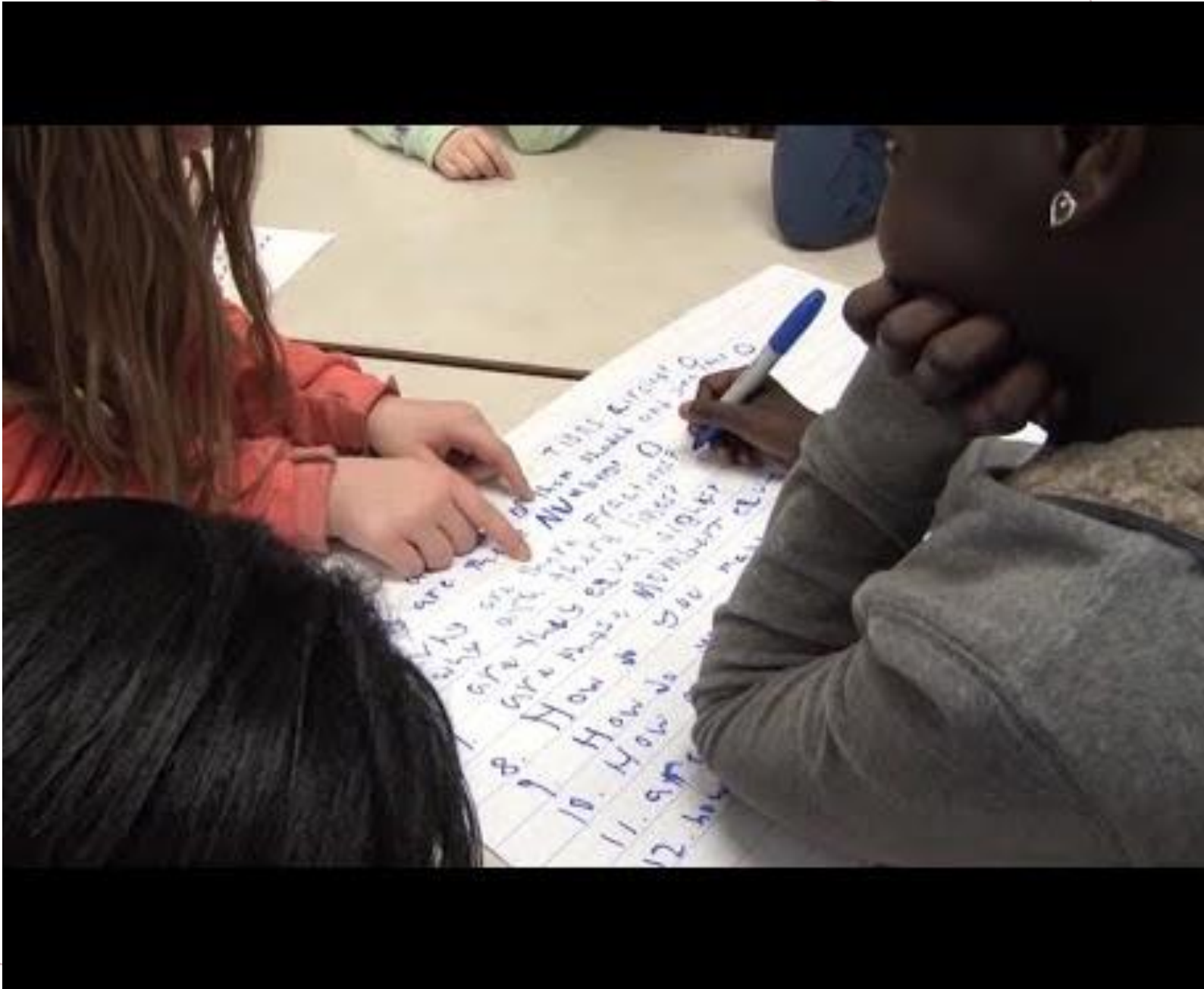


*QFT  
HIGH  
SCHOOL  
EXAMPLE*



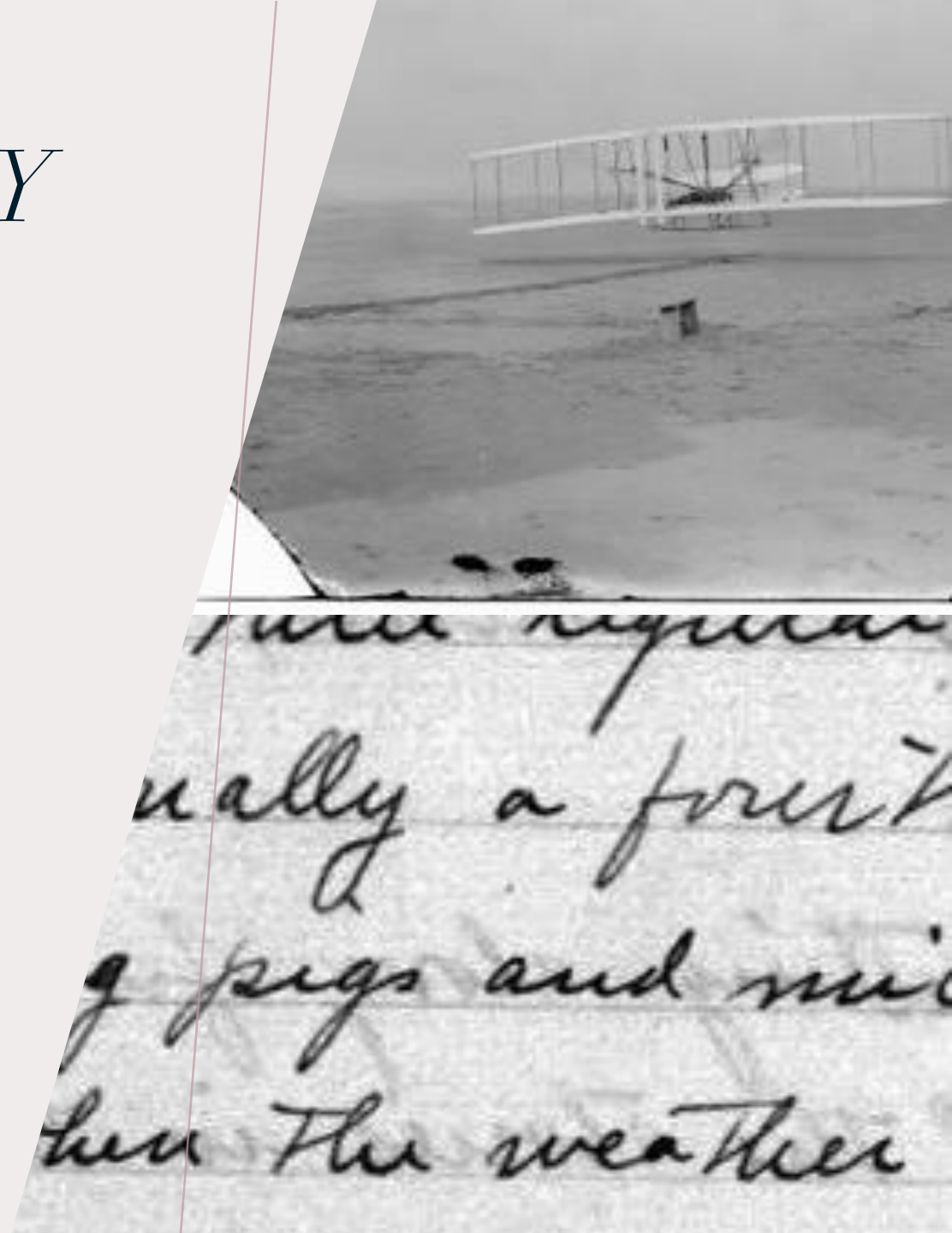


*QFT  
ELEMENTARY  
EXAMPLE*



# *SELECTING PRIMARY SOURCES*

- Start with curated collections: [The Inventive Wright Brothers](#)
- Introducing the topic: [1903 Photograph](#)
  - ( photographs or short pieces of text that students can engage with quickly, source that generates interest and encourages student questions, use to activate and gauge background knowledge)
- Following sources should be more challenging than the first; help students explore big ideas and develop content knowledge "supported discomfort": [1902 letter](#)
- (uncover misconceptions, introduce new types of primary sources, analyzing more complex sources, might need contextual support)



# *SELECTING PRIMARY SOURCES*

- Individual or Groupwork the goal is to clarify thinking through continued primary source analysis.
- (two or more primary sources that inform each other, compile sets of primary sources for student to explore, more familiar types of primary sources)
- [Deposition](#), [Newspaper](#), [Photo of Glider](#)
- Using primary sources in an assessment task. Source should lend itself to independent analysis (who, what, when, why)
- (used earlier but asking students to interact in a new way, related to the event or time period in a new way, represents a different perspective that hasn't yet been considered)





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THANK YOU!

