Annotated Resource Set (ARS)
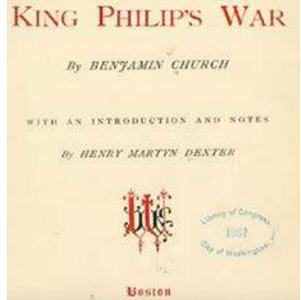
1. Title / Content Area:	Developing Sourcing Skills with documents / Social Studies
2. Developed by:	Sam McGraw
3. Grade Level:	Middle School / adaptable to others
4. Essential Question:	How does one know if a document is a reliable source of information?
5. Contextual Paragraph	As students examine a primary or secondary document, they need to be considering whether the information contained in the document is a reliable source to gain understanding of the subject. This is designed to be a resource to begin thinking about effective sourcing of a document, and therefore to be more thoughtful about how to view the content of the document.

LIBRARY OF CONGRESS

TEACHING with PRIMARY SOURCES

6. **Resource Set**					
The first Thanksgiving 1621 / J.L.G. Ferris.	[King (Metacomet) Philip, Sachem of the Wampanoags, d. 1676, full length, standing at treaty table with white men]	The History of King Philip's War	Do All Indians Live in Tipis?	Phillip [sic] alias Metacomet of Pokanoket / engraved from the original as published by Church.	Map of the Indian tribes of North America, about 1600 A.D. along the Atlantic, & about 1800 A.D. westwardly
Painting made in 1932 of Pilgrims and Wampanoags having the first Thanksgiving in 1621.	Reproduction of painting made by S.N. Wood in 1911.	Written history of the war by Benjamin Church (1639-1718), republished in 1865	Reflecting on his 20 years of experience working in the field of American Indian education, Edwin Schupman explores examples, causes and implications of the current state of awareness about Native peoples. Edwin Schupman is a citizen of the Muscogee (Creek) Nation of Oklahoma. He is an education materials developer at the National Museum of the American Indian (NMAI) and co-author of the book "Do All Indians	King Philip, full-length portrait, standing, facing slightly right, with right hand on hip, holding rifle, other Indians and mountain in the background. This print is a variant copy of the Revere engraving published in: "The entertaining history of King Philip's war, which began in the month of June, 1675 ... with some account of the divine providence towards Col. Benjamin Church" / by Thomas Church, esq. his son.	Relief shown pictorially. "Pendleton's Lithography." From: American Antiquarian Society. Transactions and collections. Vol. 2, 1836, fol. p. 264. Hand colored to show the location of Indian tribes and 11 linguistic families. Gallatin, Albert, 1761-1849. American Antiquarian Society.

			Live in Tipis?: Questions and Answers from the National Museum of the American Indian" (Collins, 2007).	2nd edition. Newport, Rhode Island : Reprinted and sold by Solomon Southwick, 1772.	
https://www.loc.gov/resource/cph.3g04961/	https://www.loc.gov/item/2006686936/	https://catalog.loc.gov/vwebv/search?searchCode=LCCN&searchArg=01007546&searchType=1&permalink=y	https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4374	https://www.loc.gov/item/89707293/	http://hdl.loc.gov/loc.gmd/g3301e.ct000669

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Notes/Comments:

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Notes/Comments:

Phase II

Foundations Annotations

7. Curriculum Connections

Assessing the reliability of sources in current events, science, and other areas of research and data collection and analysis.

8. Curriculum Standards

English Language Arts Standards » History/Social Studies » Grade 6-8

CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.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).

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

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9. Content & Thinking Objectives

Content Objectives:

Objective 1: Understand the need to source documents to evaluate reliability for research.

Objective 2: Consider timeframe of document and author's expertise, purpose, medium, and bias.

Objective 3: Search for, select, question, and analyze primary sources for relevance to a particular historical inquiry.

Thinking Objectives:

Objective 1: Recognize and define sourcing questions.

Objective 2: Identify useful sources based on research questions and sourcing questions.

Objective 3: Decide which primary sources to accept or reject based on relevance to topic and questions.

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10. Inquiry Activities & Strategies

1. Conduct the formative assessment activity.

2. Introduce the idea of sourcing with an activity like the Stanford History Group's "Lunchroom fight" to get kids to consider a situation within their own experience that relies on the reliability of a source. -- https://sheg.stanford.edu/history-lessons/lunchroom-fight

3. Consider the reliability of current sources – see PDF of current news stories of immigration. Ask students to identify why they might or might not trust various news sources based on a particular research question.

4. Ask students to consider history as current events of the past. How might the source of information affect their understanding of those events? What affect might inaccurate or biased information have upon students of history? Consider using - Vox.com - How Southern socialites rewrote Civil War history -- https://youtu.be/dOkFXPblLpU

5. Introduce the Sourcing Reference Sheet (PDF) and review the evaluation questions. Ask students to re-evaluate "The First Thanksgiving"

based on the questions. They should see that it is not a reliable source.

6. Additional sourcing; consider using other sources from above as on-going formative assessments and summative assessments for students to evaluate the reliability to understand the history of interactions between colonial settlers and indigenous people of New England.

7. Research assignment: have students use sourcing to evaluate documents while conducting research.

⬇ 11. **Assessment Strategies** ⬇

Formative pre-assessment: Ask students to view the painting "The First Thanksgiving" and respond to the prompt: Is the painting "The First Thanksgiving 1621" useful for historians who wish to understand the relationship between the Wampanoag Indians and the Pilgrim settlers in the 1620's? Do you agree or disagree? Briefly explain your answer. A student without an understanding of sourcing will typically respond that it is useful, with a response based on the content of the painting, for example: "In the painting, as we can see, the Wampanoags and the Pilgrims are sharing food together, and seem to be getting along well." A student with a clear understanding of sourcing will explain why the significant time gap is problematic, as well as questions about the expertise of the artist and the reliability of a painting.

Other assessments (formative and summative): use other primary sources for students to evaluate.

Other Resources

⬇ 12. **Web Resources** ⬇

US Copyright Office: if there questions about acceptable use of a document -- https://copyright.gov/

Stanford History Education Group: for resources about effective teaching strategies for historical thinking -- https://sheg.stanford.edu/history-lessons

Stanford History Education Group: for quick assessments of historical thinking -- https://sheg.stanford.edu/history-assessments

RADCAB: a website for evaluating information -- http://www.radcab.com/

CRAAP Test: a guide to determine if sources are credible or useful -- http://libguides.csuchico.edu/LiteratureReviews?p=2822716

13. **Secondary Sources**	
14. **Print and Other Media Resources**	

ARS Component Guide

Phase I Components

1. **Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).

2. **Developed by:** Provide your name and any other contributors to the ARS.

3. **Grade Level:** Provide the grade level(s) for which the set is to be taught.

4. **Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.

5. **Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used

6. **Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files). **Important**: Be sure to use a permanent URL and check your hyperlinks for all resources.

Phase II Components

7. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities

8. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied

9. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities

10. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support

11. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

Other Resources

12. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS

13. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS

14. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS