Incorporating Sources into Social Science

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Why are sources so important?

– Of course, to meet the Illinois Social Science Standards for all grades K-12, students must engage with a wide variety of sources.
– By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.
– Analyzing sources is crucial to the study of history. They provide tangible links to the past that help students build personal connections to history.
Learning to analyze sources should be a part of every K-12 classroom but is also an important part of college and/or career life.
How can I help my students learn to analyze sources?

A new resource titled Analyzing Social Science Sources has been developed to support teachers in this effort to equip students with the skills necessary to analyze a variety of sources.

- Three grade-bands available: K-2, 3-5, and 6-12.
- Contains resources on a variety of source types including written documents, objects/artistic works, oral histories/accounts, maps, data sets (tables, charts and graphs), political cartoons, and photographs.
Analyzing Source Packets

- Each grade banded packet contains:
  - The full list of standards that address sources for each grade band.
  - Each source type includes a brief overview of how to help students analyze the source.
  - Each source type also includes one or two sample graphic organizers.
  - At the back each of grade band packet there also are several sample lesson plans (many adapted from the Library of Congress)
Let’s Try It Out!

Elementary Lesson
30-Second Look: Classrooms Then and Now

- First Grade Lesson
- Adapted from the Library of Congress
- Before starting the lesson, review pages 3, 5, and/or 8 in the K-2 packet
30-Second Look: Classrooms Then and Now

– Ask students if they’ve ever had to play a game where they had to remember what they’ve seen
– We’re going to practice observation skills. I’ll show you a picture for only 30 seconds.
– Your challenge is to look very carefully at the picture and try to remember as many details as possible.
– CANNOT talk, draw, or write anything during the 30 seconds

READY??
30-Second Look: Classrooms Then and Now

- Take a sheet of yellow paper from the middle of the table
- Working alone, record everything you can remember about the picture (can write, draw, or both)
- With a partner, compare and contrast your observations.
  - Which are the same?
  - Which are different?
30-Second Look: Classrooms Then and Now

– Allow students to share out responses and discuss their observations by asking “What did you see?”

– Record student responses in a chart such as:

<table>
<thead>
<tr>
<th>What did we see? (Observations)</th>
<th>What do we think we know? (ideas)</th>
<th>What do we wonder? (questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

– Use discussion questions to prompt further class discussion
30-Second Look: 
Classrooms Then and Now

- After discussion, show students bibliographic record from photo
  - Discuss timing (more than 100 yrs ago)
  - Explore how their class is the same or different?
  - Would they rather be in their class or that class?
- As further extension, students can use the optional take home activity to talk to an adult about their classroom memories
Let’s Try It Out!

6-12 Lesson
The Titanic: Shifting Responses to Its Sinking

- Lesson written for grades 6-12
- Adapted from Library of Congress
- Today’s activity would be the second in the series of lessons provided in the packet.
  - The first activity in this series involves examining a photograph with students using discussion questions and one of the graphic organizers recommended for analyzing photographs on pages 23 or 24
- Prior to beginning the activity review questions to prompt student discussion on page 3 of 6-12 packet
The Titanic: Shifting Responses to Its Sinking

With your table group, you are going to study and analyze newspaper accounts from the days after the sinking of the Titanic to reconstruct an account of the historical event.

Take a look at the copies of the New York Tribune from April 16, 1912.

– Study the newspaper individually focusing on:
  – Intended audience for the newspaper
  – Who created newspaper
  – Possible biases reflected in articles
– Record your findings on your choice of one of the graphic organizers provided
– Discuss your observations with your group
The Titanic: Shifting Responses to Its Sinking

– Discussion as a group can lead to the group writing a summary of the sinking of the Titanic.

– Future activities provide additional newspaper accounts (preferably from a variety of perspectives) for students to study and allow them the opportunity to revise their summary as needed.

– Eventually unit moves to allow the students to analyze a political cartoon from the time. After their analysis students determine if they agree or disagree with the point the cartoonist makes based on their understanding of events from studying and analyzing the newspapers.
Incorporating Sources

– Our goal as educators should be to allow our students the opportunity to examine, interpret, and draw conclusions about a variety of sources in our classroom.
– Use the source packets for ideas, tips, graphic organizers to use or modify, lesson ideas, or inspiration to create your own.
– Remember, students need repeated opportunities to practice these skills in order to be able to critically analyze information in the future.
Newly-Released Illinois-Specific Resources

– Illinois Social Science in Action website
  – http://www.ilsocialscienceinaction.org/ (is also linked from IL Classrooms in Action)

– Resources:
  – **Illinois Resources** – all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  – **Resource Website** – external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Inquiry Graphics K-12

- Intention is to support teachers with the goal of engaging students in the inquiry process
- Statements include suggested steps for each stage of the inquiry process
- Select grade level from http://www.ilsocialscienceinaction.org/illinois-resources.html
Analyzing Source Packets

- K-2, 3-5, and 6-12
- By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.
- The purpose of this document is to provide teachers tools to assist students as they examine and analyze sources.
The following Needs Assessment can provide schools/districts/classrooms with a pulse check on the level of implementation of the Illinois Learning Standards for Social Science. Use this document to track progress (i.e. moving from “not yet” to “yes”) as well as record evidence, reflections and comments about progress on the indicators throughout the implementation process.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Progress</th>
<th>Reflections/Evidence/Comments on Implementation Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric</td>
<td>Not yet</td>
<td>Just Starting</td>
<td>Mostly</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>I have read and understand the Illinois Learning Standards for Social Science at my grade level(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the format and structure of the Social Science Standards including the relationship that should exist between the Inquiry Skills and Disciplinary Concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the Social Science Standards and their progression from each grade that increase in rigor.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>I know the history of, and rationale for, the development of the Illinois Learning Standards for Social Science found in the narrative of the K-12 Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td>I understand the four core disciplines found in the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that the Illinois Learning Standards for Social Science are for all students and organize course sequence and content with the diversity of student groups in mind.</td>
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<tr>
<td></td>
<td>I have reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science.</td>
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<tr>
<td></td>
<td>I have utilized the Standards to check for coherence between my own grade/course and the grades/courses before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Provides a way to help gauge the level of knowledge staff members have regarding the Illinois Learning Standards for Social Science
- Space to rate progress and provide reflections/evidence/comments
- Aligns to the Implementation Guide
- Includes resources to support implementation at the end of document
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- kelvidge@isbe.net
- www.ilsocialscienceinaction.org
  - Illinois Resources – all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - Resource Website – external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
- www.ilclassroomsinaction.org
  - Resources to support all content areas

Please provide some brief feedback: http://bit.ly/RSAC-SSSources