

# History Detectives

Students continue building historical identities as they experience the work of historians by reading, observing, and interpreting documents and artifacts from their own lives — through an historical lens.

# 3 LESSON

## AT A GLANCE

STRUCTURES & STRATEGIES	LESSON SEQUENCE	STUDENT GOALS
<p>Talking to the Text</p> <p>Comparing and Contrasting</p> <p>Questioning</p> <p>Primary and Secondary Sources</p> <p>Word Wall</p> <p>Historical Documents and Artifacts</p> <p>▶ 10 MIN.</p>	<p><b>[1]</b> Students explore the history terms <i>primary source</i>, <i>secondary source</i>, <i>artifact</i>, <i>document</i>, and <i>the historical record</i>.</p>	<p>Students understand and use the shared literacy vocabulary of the classroom.</p> <p>Students know the differences between primary sources and secondary sources.</p> <p>Students know how to identify and use diverse types of historical documents and artifacts.</p>
<p>Historical Documents and Artifacts</p> <p>Document Sourcing</p> <p>Word Wall</p> <p>Historical Contextualization</p> <p>Historical Record and Interpretation</p> <p>▶ 15 MIN.</p>	<p><b>[2]</b> Students observe, source, and interpret a document or an artifact from the teacher’s life.</p>	<p>Students “source” a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.</p> <p>Students use their historical schema to understand what it was like in times and places that they cannot personally experience.</p> <p>Students understand that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.</p>
<p>Mobilizing Schema</p> <p>Historical Documents and Artifacts</p> <p>▶ 5 MIN.</p>	<p><b>[3]</b> Students brainstorm kinds of personal artifacts and primary source documents that might serve as historical evidence about their own lives.</p>	<p>Students know how to identify and use diverse types of historical documents and artifacts.</p>
<p>▶</p>	<p><b>[HOMEWORK]</b></p> <p>Students select, “catalog,” and bring to the next class a personal document or artifact.</p>	

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NEXT CLASS

STRUCTURES & STRATEGIES	LESSON STEPS	STUDENT GOALS
<p>Classroom Community Guidelines</p> <p>Document Sourcing</p> <p>Historical Contextualization</p> <p>Writing to Communicate</p> <p>▶ 30 MIN.</p>	<p><b>[4]</b> Partners exchange personal documents or artifacts, source them, and write about them. Students then participate in a gallery walk to explore their classmates' documents or artifacts and source three of them.</p>	<p>Students "source" a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.</p> <p>Students use their historical schema to understand what it was like in times and places that they cannot personally experience.</p> <p>Students contribute to maintaining a classroom community that feels safe and where everyone is able to take risks and grow.</p>
<p>Historical Record and Interpretation</p> <p>Historical Identity</p> <p>▶ 15 MIN.</p>	<p><b>[5]</b> Students compare their historical interpretations of classmates' documents/artifacts and consider some of historians' challenges.</p>	<p>Students understand that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.</p>
<p>Discipline of History Goals</p> <p>Writing to Consolidate Knowledge</p> <p>History Reading Strategies List</p> <p>▶ 5 MIN.</p>	<p><b>[6]</b> Students compare the unit knowledge goals about the discipline of history with the practices of history they have just engaged in.</p>	<p>Students use writing to capture and lock in new knowledge.</p>

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## GETTING READY

- Disciplinary Goals** (p. 87) Reread the knowledge goals for unit 2 that relate to the discipline of history. Students will practice a surprising number of them in this lesson. Be prepared to help them see themselves as practicing historians at various points in the lesson. At the end of the lesson, they will read these goals and note which ones they have already begun working on.
- Sample Documents and Artifacts** Collect several examples of documents and artifacts that students can easily categorize as one or the other (for example, a textbook, magazine, letter, brochure, pencil, cup, shoe, baseball).
- Personal Document or Artifact** Select a document or an artifact from your own life that students will use to practice the historian's skills of observing, sourcing, and interpreting. Choose something that was created before your students were born. Some possibilities include childhood drawings, report cards, old passports, photographs, newspaper clippings, diaries, scrapbooks, family trees, baby books, baby clothes, and family "heirlooms" or mementos. (If you choose to use a document, make a transparency of it so students can easily read the text.)
- Sourcing Samples** Collect a few documents that can easily be "sourced." Examples include an envelope with a return address and postmark, an article on the front page of a newspaper, the copyright page of a memoir, and Interactive Notebook page 3a with the definitions of primary and secondary sources from three websites.
- Word Wall** Terms introduced in this lesson: *source, primary source, secondary source, artifact, document, the historical record, observations, sourcing, authoritative, interpretation, corroborate.*

## KEEP IN MIND

- Interest and Competence** Students will likely come into this unit with a limited view of history — that it is a record of undisputed facts about a past that is remote and meaningless in the present, especially in their own lives. They may not have much understanding of what historians do. Throughout this unit, students will be building knowledge about and interest in the work of history. Just as their learning to be "word detectives" and "sentence detectives" contributes to their growing sense of academic competence, taking on the role of "history detectives" provides another perspective of themselves as capable learners.
- Evidence-Based Interpretation** Students should understand that historians' interpretations of primary source evidence are not infallible. In this lesson, it is likely that at least some examples will arise of students observing and sourcing your or their classmates' documents or artifacts and making incorrect interpretations. Don't shy away from discussing the misinterpretations. Use these as an opportunity to help students build their awareness of how history is recorded and represented.

**Classroom Community**

Students will be sharing their artifacts and documents first with partners and then with the whole class during the gallery walk. Beforehand, it will be important to revisit the classroom guidelines so that students can anticipate what their responsibilities are for ensuring that everyone is comfortable analyzing others' artifacts and having their own artifacts analyzed.

## LESSON MATERIALS

TEACHER RESOURCES	STUDENT MATERIALS	CLASSROOM RESOURCES
Examples of documents and artifacts	Personal document or artifact from home	Word Wall
Personal document or artifact from home	Primary and Secondary Sources, 3a	History Reading Strategies List
<b>TO MAKE:</b> Transparencies of documents with obvious sources	Observing and Sourcing a Personal Document/Artifact, 3b	Classroom Community Guidelines
Observing and Sourcing a Personal Document/Artifact TR	Interpreting a Personal Document/Artifact, 3c	Chart paper
Interpreting a Personal Document/Artifact TR	Personal Document/Artifact Brainstorm List, 3d	Index cards or blank paper for Museum Cards
Personal Document/Artifact Brainstorm List TR	Personal Document/Artifact Homework, 3e	
Building Knowledge About the Discipline of History Goals TR	Partner Document/Artifact Observations and Interpretations, 3f	
	Gallery Walk Observations and Interpretations, 3g	
	Building Knowledge About the Discipline of History Goals, 3h	

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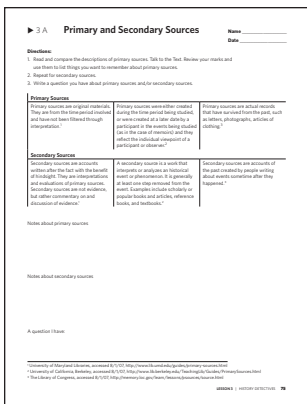
## LESSON STEPS

- [1] **Students explore the history terms *primary source*, *secondary source*, *artifact*, *document*, and the *historical record*.**

In addition to building and revising their individual schema about these disciplinary terms, students continue to develop the shared literacy vocabulary of the classroom community.

[ 10 MIN. ]

### TEACHER INTRODUCTION



Primary and Secondary Sources, 3a

### Mobilizing Schema

- Point out that in this unit, students will read a number of historical primary and secondary source documents. Invite students to share what they know about the terms *source*, *primary source*, and *secondary source*.
- Point students to page 3a in their notebooks and explain that they will have a chance to add to their understanding of primary and secondary sources by comparing a set of definitions of these terms.
- Give directions for students to individually read and Talk to the Text, making notes and noticing at least one question that occurs to them.

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### INDIVIDUAL READING

### Talking to the Text

- Instruct students to take about 5 minutes reading and completing the assignment.

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**CLASS CONTENT DEBRIEF**

**Building and Revising Schema**

- ▶ Ask volunteers what they learned by comparing the definitions.
- ▶ Solicit questions students have and ask classmates to help answer them.
  
- ▶ Summarize characteristics and examples of *primary source* and *secondary source*. Add the terms to the Word Wall.

Students may notice that in its reach for simplicity the Library of Congress definition of secondary source would erroneously categorize memoirs as secondary sources.

If students do not mention the footnotes on page 3a, you might identify the cited organizations as the “sources” of the definitions. Do these seem to be reliable or authoritative sources? (*Sourcing* is formally introduced later in the lesson.)

Word Wall: *source, primary source, secondary source*

**CLASS CLASSIFICATION**

**Building and Revising Schema**

- ▶ Show students several examples of documents and artifacts. Quickly have the class categorize them as document or artifact. What characteristics are they using?
- ▶ Explore with students their definitions of *artifact* and *document*. Add these terms to the Word Wall.
- ▶ Explain that over the next few weeks students will encounter a wide variety of artifacts and documents that historians use as evidence when they write history. Define these as *the historical record* — the “stuff” of history. Add *the historical record* to the Word Wall.
- ▶ Let students know that in this lesson they will be analyzing personal artifacts and primary source documents from their own lives — expanding their ideas about what makes up the historical record.

There is no need to put too fine a point on the distinction between artifact and document. The idea is for students to understand, generally, that in history artifacts are objects such as tools, clothing, ornaments, pottery, coins, and weapons made and used by human beings; documents are a special kind of artifact — those intended explicitly to communicate information.

Word Wall: *artifact, document*

Word Wall: *the historical record*

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**[2] Students observe, source, and interpret a document or an artifact from the teacher's life.**

Students begin their work as history detectives, practicing with a document or artifact that the teacher has selected to expose them to the “stuff” of history — the historical record — and the challenge of recreating an historical context they have not personally experienced.

[ 15 MIN. ]

**TEACHER INTRODUCTION**

**Document Sourcing**

Word Wall: *observations*

▶ Explain that one of the things historians do is make *observations* or look closely at historical documents and artifacts and identify who created them, when, and where. Add *observations* to the Word Wall.

▶ Have the class quickly and informally identify the source (who, when, where) of a few documents.

▶ Introduce the term *sourcing* and explain that sourcing is historians' particular way to look at historical documents, asking additional questions about why a document was created, for what audience, and whether the creator is *authoritative* — a “reliable witness.”

▶ Describe *sourcing* a document as finding out as much as you can about it to decide how authoritative the author or source is and how reliable the information presented is likely to be.

▶ Add *sourcing* and *authoritative* to the Word Wall.

▶ Finally, explain that historians use the evidence they collect from documents and artifacts to make *interpretations* about the life and times the evidence comes from. Add *interpretation* to the Word Wall.

◀ Display as transparencies documents such as newspaper articles, post-marked envelopes, and book copyright pages that lend themselves to this most basic level of sourcing.

◀ Students should be able to provide examples of reliable and unreliable witnesses and authors who would be more or less reliable, or authoritative.

◀ Invite students to explore the connections among *author*, *authority*, and *authoritative*.

Word Wall: *sourcing*,  
*authoritative*

Word Wall: *interpretation*

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- ▶ Ask students to think about the relationship between interpretation and “the truth”:

*What is the difference between the evidence needed to say something is true and the evidence needed to make an interpretation?*

◀ This can remain an open question that students return to as they read the history texts in this unit.

### PARTNER WORK

#### Teacher’s Personal Document or Artifact

*Observing and Sourcing a Personal Document/Artifact, 3b*

*Interpreting a Personal Document/Artifact, 3c*

#### Document Sourcing

- ▶ Display your document or artifact so that all students can observe it.
- ▶ Point out that it is older than they are:
 

*When you observe and interpret this document/artifact, you will need to think about it being created in a time you were not able to personally experience. How will you do that?*
- ▶ Go over notebook pages 3b and 3c and the partners’ job of observing, sourcing, and interpreting your document/artifact.
- ▶ Allow 5-10 minutes for partners to work together as history detectives.

◀ Students should understand that they will draw on their schema for the time — schema that they have developed through reading, photographs, movies, family stories, etc.

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**CLASS CONTENT AND  
PROCESS DEBRIEF**

**Observing and Sourcing a Personal Document/Artifact**  
 Directions: Observe the document or artifact. Be a history detective. What can you learn by reading and/or looking closely at it?

Artifact	Document
What type of artifact is it?	What type of document is it?
	What is its title?

**Interpreting a Personal Document/Artifact**

What does the evidence of this document or artifact suggest about whoever created it?

Evidence?

What does the evidence of this document or artifact suggest about whoever saved it?

Evidence?

What does the evidence of this document or artifact suggest about life in this place and time period? What values, ideas, styles, or technologies do you see?

Evidence?

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*Observing and Sourcing a  
Personal Document/Artifact  
TR*

*Interpreting a Personal  
Document/Artifact TR*

**Document Sourcing**

- ▶ Record on the observing and sourcing transparency a few partnerships' answers to the questions.
- ▶ Invite classmates to weigh in on or add to the evidence offered.
- ▶ Repeat with the interpretation transparency.
- ▶ Provide students with your more authoritative information and interpretations of your personal document/artifact.
- ▶ Ask students what it was like to think like historians:  
*What was hard about it?*  
*What was interesting?*  
*What did you do to understand my document/artifact as part of a time that you did not experience personally?*

Do not respond to or correct students' observations.

Encourage students to check for themselves how accurate their observations were and how similar or dissimilar their interpretations were to those that you provide.

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**[3] Students brainstorm kinds of personal artifacts and primary source documents that might serve as historical evidence about their own lives.**

Students recognize ways that individuals contribute the documents and artifacts that make up the historical record.

[ 5 MIN. ]

**CLASS BRAINSTORM**

*Personal Document/Artifact Brainstorm List TR*

*Personal Document/Artifact Brainstorm List, 3d*

**Mobilizing Schema**

- ▶ Record on the transparency students' brainstorm list of documents of any kind that they may have generated in the last 24 hours.
- ▶ Add to the list students' ideas about other documents that they have generated over their life spans.
- ▶ Record students' ideas about personal artifacts of theirs that an historian might find interesting.
- ▶ Review the list and ask students what they might learn about someone from each type of document/artifact.
- ▶ Explain the homework. Ask students to prepare for the homework by making a list on notebook page 3d of their own primary source documents/artifacts that they could choose from to bring to class.

These may include emails, text messages, lists, school assignments, notes, completed forms and applications, IOUs, purchase receipts, photographs, maps, diagrams, etc.

**HOMEWORK**

*Personal Document/Artifact Homework, 3e*

**Personal Document/Artifact**

- ▶ Students select, catalog, and bring to the next class a personal document or artifact.

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**METACOGNITIVE  
CONVERSATION**



NEXT CLASS

**[4] Partners exchange personal documents or artifacts, source them, and write about them. Students then participate in a gallery walk to explore their classmates' documents or artifacts and source three of them.**

Students continue to build their understanding that history is a combination of what can be observed, how it is interpreted, and what information or evidence may be missing.

[ 30 MIN. ]

**HOMEWORK CHECK-IN**

- ▶ Check for completion, but ask students to keep their homework contents secret for use later in the lesson.

**INDEPENDENT WORK**

**Document Sourcing**

Classroom Community Guidelines

Students' personal documents/artifacts

**3f Partner Document/Artifact Observations and Interpretations**

**Directions:** Take some time to read and/or examine your partner's document/artifact and answer your questions. Thinking like an historian, answer as many questions as you can find evidence for.

**Observation**

1. What type of document or artifact is this? What are its special physical characteristics?
2. Who wrote or made it?
3. When was it written or made?
4. Where was it written or made?
5. Why was it written or made? For what purpose?
6. Who was the intended audience or user?

**Interpretation**

7. What does this document or artifact suggest about whatever wrote or created it?
8. What does the content of this document or artifact suggest about whoever read it?
9. What does this document or artifact suggest about life in this time and place?
10. What does this document or artifact suggest about your partner or your partner's history?

Use the information above to write a **Museum Card**, a description of this document or artifact that also tells about your partner's history and the time and place when the document or artifact was created.

● **READING APPRENTICESHIP: JOURNAL CHECKLIST**

*Partner Document/ Artifact Observations and Interpretations, 3f*

- ▶ Explain that students will be making observations and interpretations of classmates' artifacts and documents, first of a partner's item and then in a gallery walk. Ask students what class guidelines will apply.
- ▶ Let students know that part of the process is for each of them to make these interpretations on their own, without any outside comment. Explain that the owners will have a chance at the end to "set the record straight."
- ▶ Ask partners to switch artifacts or documents and complete the observations and interpretations (but not the museum cards) asked for on notebook page 3f, acting as history detectives.

Move and monitor, helping students make observations and interpretations based on the evidence provided by the document/artifact.

**PARTNER WORK**

**Writing to Communicate**

Index cards or blank paper for Museum Cards

Word Wall: *corroborate*

- ▶ Regroup as a class to discuss the museum cards that will be created for the gallery walk. Students will refer to their observations and interpretations to create these for their partner's document/artifact.
- ▶ Explain that before partners write the museum cards, they have an opportunity to *corroborate* the accuracy of their observations and interpretations with an *authoritative* source — in this case their partner.
- ▶ Add *corroborate* to the Word Wall.
- ▶ Ask students to share with their partners their cataloguing homework (notebook page 3e).
- ▶ Have partners discuss and make any necessary changes or additions to their observations and interpretations of each other's items. Return to the idea that students are *authoritative* sources about their own documents/artifacts.
- ▶ Have students create museum cards for their partner's document/artifact, read each other's card, and suggest any changes that may be needed.

Students should think about what they personally would want to read on a museum card — easy-to-locate basic information, perhaps, plus a description that hooks their interest.

Explain *corroboration* as using evidence to become more certain about something. *Document corroboration* will be introduced later in the unit as a specific historical practice.

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## GALLERY WALK

► 3g Gallery Walk Observations and Interpretations Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observations	ITEM A	ITEM B	ITEM C
What kind of document or artifact is this? What are the words/phrases (characteristics)? What was it made of or used for? Who wrote or created it?			
Interpretations	ITEM A	ITEM B	ITEM C
What does the evidence of this document/artifact suggest about whatever created it?			
What does the evidence of this document/artifact suggest about the time and place?			

Gallery Walk Observations and Interpretations, 3g

### Classroom Community Guidelines

## Document Sourcing

- Go over notebook page 3g and explain the gallery walk process.
- Review or establish expectations that will make the gallery walk comfortable for everyone.
- Following the informal gallery walk, allow 3–5 minutes per item for students to document their observations and interpretations.

Gallery walk directions:

1. Display your partner's document/artifact on your desk along with the museum card.
2. Take a few minutes to walk around and informally view classmates' documents, artifacts, and museum cards.
3. I will let you know when to begin answering the questions on page 3g. For this part of the gallery walk, only one person can be at a desk at a time. If someone else is already at a desk, you must move on.
4. I will also let you know when to switch to a second item and then to a third.

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**[5] Students compare their historical interpretations of classmates' documents/artifacts and consider some of historians' challenges.**

Students continue to develop a sense of themselves as critical readers, able to consider the source and credibility of what they read.

[ 15 MIN. ]

**CLASS INQUIRY**

**Historical Record and Interpretation**

- ▶ Invite students to describe what it was like to investigate classmates' documents/artifacts:

*How would you describe the differences between the observing and the interpreting that you did?*

- ▶ Invite three students to read aloud their interpretations of the same classmate's document/artifact.
- ▶ Ask the document/artifact owner to respond to the interpretations.
- ▶ Repeat with a second document/artifact.
- ▶ Ask students to think about how historians might misinterpret past events.

*If documents and artifacts are what historians rely on to understand past events, what happens if they misinterpret them?*

*What happens when different historians make different interpretations of the same documents and artifacts?*

- ▶ Ask students to consider again the differences between primary and secondary sources:

*Would you be more likely to believe a primary source or a secondary source? Under what conditions?*

Students should understand that even interpretations that turn out to be accurate often reveal only a small bit of historical "truth."

Students should be aware that just as secondary sources can misinterpret historical evidence, primary sources can present a bias that historians may not recognize. In their role as history detectives, historians are intrigued by these challenges.



## [6] Students compare the unit knowledge goals about the discipline of history with the practices of history they have just engaged in.

Even if students have previously felt like history “outsiders,” the more they know about the practices of history, the more interest and investment they can bring to reading history and the more they can develop an insider’s perspective.

[ 5 MIN. ]

### INDIVIDUAL WRITING

▶ 3H Building Knowledge About the Discipline of History Goals

<b>Historical Documents and Artifacts</b>	I know how to identify and use diverse types of historical documents and artifacts.
<b>Primary and Secondary Sources</b>	I know the differences between primary sources and secondary sources.
<b>Document Sourcing</b>	I “source” a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.
<b>Document Corroboration</b>	I compare documents to look for evidence that what is written is credible and to find other points of view or perspectives from the time.
<b>Chronological Thinking</b>	I know how to order events and assess their duration and relationships in time.
<b>Historical Schemas</b>	I actively work to build my schema about particular times and places and how they differ — the geography, people, customs, values, religions, beliefs, languages, technologies, and roles of men, women, children, and minority groups.
<b>Historical Contextualization</b>	I use my historical schema to understand what it was like in times and places that I cannot personally experience.
<b>Historical Cause and Effect</b>	I use my understanding of cause and effect to identify historical relationships and impacts.
<b>Historical Record and Interpretation</b>	I understand that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.
<b>Historical Identity</b>	I am aware of my evolving identity as a reader of and actor in history.

1. When I have used the goal labeled \_\_\_\_\_  
What I learned about reading history by using it: \_\_\_\_\_

2. When I have used the goal labeled \_\_\_\_\_  
What I learned about reading history by using it: \_\_\_\_\_

3. When I have used the goal labeled \_\_\_\_\_  
What I learned about reading history by using it: \_\_\_\_\_

Building Knowledge About the Discipline of History Goals, 3h

### Building Knowledge About the Discipline of History Goals

- ▶ Have students read the disciplinary knowledge goals and think about which ones they have already used in this unit.
- ▶ Ask them to choose three and explain the ways they used each one and how using it can help them read history.

### CLASS CONTENT AND PROCESS DEBRIEF

Building Knowledge About the Discipline of History Goals

<b>Historical Documents and Artifacts</b>	I know how to identify and use diverse types of historical documents and artifacts.
<b>Primary and Secondary Sources</b>	I know the differences between primary sources and secondary sources.
<b>Document Sourcing</b>	I “source” a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.
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Building Knowledge About the Discipline of History Goals TR

History Reading Strategies List

### Building a Literacy Context

- ▶ Project the disciplinary goals transparency and invite students to share their written responses with the class.
- ▶ Probe for ways this knowledge can help students as readers of history. As appropriate, add students’ ideas to the History Reading Strategies List.





# Observing and Sourcing a Personal Document/Artifact

**Directions:** Observe the document or artifact. Be a history detective. What can you learn by reading and/or looking closely at it?

<b>Artifact</b>	<b>Document</b>
What type of artifact is it?	What type of document is it?  What is its title?
Who created it?  Evidence?	Who wrote it?  Evidence?
When was it made?  Evidence?	When was it written?  Evidence?
Where was it made?  Evidence?	Where was it written?  Evidence?
What is its purpose?  Evidence?	Why was it written?  Evidence?
Who were the people it was made for?  Evidence?	Who was the audience it was written for?  Evidence?
What are its special physical characteristics?	What are its special physical characteristics?
Have people always made artifacts like this?  What type of technology was needed to make it?	Have people always made documents like this?  What type of technology was needed to make it?

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# Interpreting a Personal Document/Artifact

What does the existence of this document or artifact suggest about whoever created it?

Evidence?

What does the existence of this document or artifact suggest about whoever saved it?

Evidence?

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What does the existence of this document or artifact suggest about life in this place and time period? What values, ideas, styles, or technologies do you see?

Evidence?







# Building Knowledge About the Discipline of History Goals

<b>Historical Documents and Artifacts</b>	I know how to identify and use diverse types of historical documents and artifacts.
<b>Primary and Secondary Sources</b>	I know the differences between primary sources and secondary sources.
<b>Document Sourcing</b>	I “source” a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.
<b>Document Corroboration</b>	I compare documents and accounts to look for evidence that what is written is credible and to find other points of view or perspectives.
<b>Chronological Thinking</b>	I know how to order events and assess their duration and relationships in time.
<b>Historical Schema</b>	I actively work to build my schema about particular times and places and how they differ — the geography, people, customs, values, religions, beliefs, languages, technologies, and roles of men, women, children, and minority groups.
<b>Historical Contextualization</b>	I use my historical schema to understand what it was like in times and places that I cannot personally experience.
<b>Historical Cause and Effect</b>	I use my understanding of cause and effect to identify historical relationships and impacts.
<b>Historical Record and Interpretation</b>	I understand that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.
<b>Historical Identity</b>	I am aware of my evolving identity as a reader of and actor in history.





**Directions:**

1. Read and compare the descriptions of primary sources. Talk to the Text. Review your marks and use them to list things you want to remember about primary sources.
2. Repeat for secondary sources.
3. Write a question you have about primary sources and/or secondary sources.

<b>Primary Sources</b>		
Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation. <sup>1</sup>	Primary sources were either created during the time period being studied, or were created at a later date by a participant in the events being studied (as in the case of memoirs) and they reflect the individual viewpoint of a participant or observer. <sup>2</sup>	Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. <sup>3</sup>
<b>Secondary Sources</b>		
Secondary sources are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. <sup>1</sup>	A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event. Examples include scholarly or popular books and articles, reference books, and textbooks. <sup>2</sup>	Secondary sources are accounts of the past created by people writing about events sometime after they happened. <sup>3</sup>

Notes about primary sources

Notes about secondary sources

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A question I have:

<sup>1</sup> University of Maryland Libraries, accessed 8/1/07, <http://www.lib.umd.edu/guides/primary-sources.html>

<sup>2</sup> University of California, Berkeley, accessed 8/1/07, <http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>

<sup>3</sup> The Library of Congress, accessed 8/1/07, <http://memory.loc.gov/learn/lessons/psources/source.html>

# Observing and Sourcing a Personal Document/Artifact

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Observe the document or artifact. Be a history detective. What can you learn by reading and/or looking closely at it?

Artifact	Document
What type of artifact is it?  	What type of document is it?  What is its title?
Who created it?  Evidence?	Who wrote it?  Evidence?
When was it made?  Evidence?	When was it written?  Evidence?
Where was it made?  Evidence?	Where was it written?  Evidence?
What is its purpose?  Evidence?	Why was it written?  Evidence?
Who were the people it was made for?  Evidence?	Who was the audience it was written for?  Evidence?
What are its special physical characteristics?	What are its special physical characteristics?
Have people always made artifacts like this?  What type of technology was needed to make it?	Have people always made documents like this?  What type of technology was needed to make it?

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▶ 3 C

## Interpreting a Personal Document/Artifact

Name \_\_\_\_\_

Date \_\_\_\_\_

What does the existence of this document or artifact suggest about whoever created it?

Evidence?

What does the existence of this document or artifact suggest about whoever saved it?

Evidence?

What does the existence of this document or artifact suggest about life in this place and time period? What values, ideas, styles, or technologies do you see?

Evidence?

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# Personal Document/Artifact Homework

Name \_\_\_\_\_

Date \_\_\_\_\_

## Selecting a Document or an Artifact

With the help of a family member or an adult who is close to you, look through the souvenirs of your life that have been saved as you have grown. These might include a photograph, a letter, a diary, a newspaper clipping, a copy of your birth certificate, a report card, or any of the other documents and artifacts the class brainstormed. Select **one item** that you are willing to share with your classmates and teacher and bring it to class. Then answer the questions below.

## Cataloguing Your Document or Artifact

What would an historian or museum director need to know about your personal document or artifact?

1. What type of document or artifact is this?

2. Who wrote or made it?

3. When was it written or made?

4. Where was it written or made?

5. Why was it written or made? For what purpose?

6. Who was the intended audience or user?

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How does the document or artifact relate to you? What does it tell about your history?



# Partner Document/Artifact Observations and Interpretations

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Take some time to read and/or examine your partner's document/artifact and record your observations. Thinking like an historian, answer as many questions as you can find evidence for.

## Observations

1. What type of document or artifact is this? What are its special physical characteristics?
2. Who wrote or made it?
3. When was it written or made?
4. Where was it written or made?
5. Why was it written or made? For what purpose?
6. Who was the intended audience or user?

## Interpretations

7. What does this document or artifact suggest about whoever wrote or created it?
8. What does the existence of this document or artifact suggest about whoever saved it?
9. What does this document or artifact suggest about life in this time and place?
10. What does this document or artifact suggest about your partner or your partner's history?

Use the information above to write a **Museum Card**, a description of this document or artifact that also tells about your partner's history and the time and place when the document or artifact was created.

# Gallery Walk Observations and Interpretations

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Observations</b>	ITEM A	ITEM B	ITEM C
What type of document or artifact is this? What are its special physical characteristics?			
When was it made or written?			
Who wrote or created it?			
<b>Interpretations</b>	ITEM A	ITEM B	ITEM C
What does the existence of this document/artifact suggest about whoever created it?			
What does the existence of this document/artifact suggest about whoever saved it?	<p style="font-size: 2em; opacity: 0.5;">SAMPLE LESSON</p> <p style="font-size: 3em; opacity: 0.5;">Copyright © WestEd</p>		
What does the existence of this document/artifact suggest about life in this time and place?			



# Building Knowledge About the Discipline of History Goals

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Historical Documents and Artifacts</b>	I know how to identify and use diverse types of historical documents and artifacts.
<b>Primary and Secondary Sources</b>	I know the differences between primary sources and secondary sources.
<b>Document Sourcing</b>	I “source” a document to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.
<b>Document Corroboration</b>	I compare documents and accounts to look for evidence that what is written is credible and to find other points of view or perspectives.
<b>Chronological Thinking</b>	I know how to order events and assess their duration and relationships in time.
<b>Historical Schema</b>	I actively work to build my schema about particular times and places and how they differ — the geography, people, customs, values, religions, beliefs, languages, technologies, and roles of men, women, children, and minority groups.
<b>Historical Contextualization</b>	I use my historical schema to understand what it was like in times and places that I cannot personally experience.
<b>Historical Cause and Effect</b>	I use my understanding of cause and effect to identify historical relationships and impacts.
<b>Historical Record and Interpretation</b>	I understand that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.
<b>Historical Identity</b>	I am aware of my evolving identity as a reader of and actor in history.

1. How I have used the goal labeled \_\_\_\_\_:

What I learned about reading history by using it:

2. How I have used the goal labeled \_\_\_\_\_:

What I learned about reading history by using it:

3. How I have used the goal labeled \_\_\_\_\_:

What I learned about reading history by using it:

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