Thank you!
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Oxnard Union High School District, Oxnard, California
Building Student Capacity to Make Claims and Use Evidence in Their Writing: Using Library of Congress Resources

Written & Presented by: Karen Sher
Four Domains for Curriculum Design & Instruction

- **Students**: Know your students and attend to all strengths and needs
- **Content**: Demonstrate strong content knowledge
- **Instruction & Pedagogy**: Use effective instructional strategies and attend to Depth of Knowledge (DOKs) Levels
- **Claims & Assessment**: Incorporate the 4 SBAC Claims and multiple types of formative and summative assessments

Sources: Common Core State Standards, Smarter Balanced Assessment Consortium, National Board for Professional Teaching Standards

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<table>
<thead>
<tr>
<th>ELA Shifts</th>
<th>Math Shifts</th>
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<tr>
<td><strong>1. Informational Text</strong></td>
<td><strong>1. Focus</strong></td>
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<tr>
<td>Building knowledge through <strong>content-rich non-fiction</strong>.</td>
<td><strong>Narrow</strong> the scope of content and <strong>deepen</strong> how time and energy is spent.</td>
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<tr>
<td><strong>2. Evidence from Text</strong></td>
<td><strong>2. Coherence</strong></td>
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<tr>
<td>Reading, writing, and speaking grounded in <strong>evidence</strong> from text, both literary and informational.</td>
<td><strong>Integration</strong> across grades &amp; subject areas.</td>
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<tr>
<td><strong>3. Text Complexity</strong></td>
<td><strong>3. Rigor</strong></td>
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<tr>
<td>Regular practice with <strong>complex text</strong> and its academic language.</td>
<td><strong>Conceptual</strong> understanding, <strong>procedural</strong> fluency, and <strong>application</strong> of skills in problem solving situations.</td>
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AGENDA

- Writing Across Content Areas - It's Critical!
  - College and Career Readiness
  - Formative Assessments
- Introduction to The Library of Congress & Primary Sources
  - Primary Source Analysis Tool (PSAT)
- Collaboration Time: Let's Put It Into Practice!
Stop, Think, Chat…

Where do you see students being asked to make claims and cite evidence?

In your content area?

In other content areas?

Assessments?
Commonalities Among the Practices in Science, Mathematics, and English Language Arts

Based on work by Tina Chuek ell.stanford.edu
E2: Build a strong base of knowledge through content-rich texts
E5: Read, write, and speak grounded in evidence
M3 & E4: Construct viable arguments and critique reasoning of others
S7: Engage in argument from evidence
E3: Gather and represent and effect to task areas
Stop, Think, Chat…

What are some of the ways you ask students to write?

- Writing to learn?
- Writing to demonstrate mastery?
- Using rich, content specific, academic language?
The Magic Standard... CCSS.ELA-Literacy.CCRA.W.10

language remains consistent from grades 3-12

Write routinely over extended time frames

(time for research, reflection, and revision)

and shorter time frames

(a single sitting, or a day or two)

for a range of tasks, purposes, and audiences.
FORMATIVE vs SUMMATIVE

WHEN THE CHEF TASTES THE SOUP

WHEN THE GUESTS TASTE THE SOUP
Formative Assessments:

- Occur **moment-to-moment** as part of instruction.

- Are a process used by teachers and are **frequently** and are **embedded** in the current unit of instruction.

- Are **small scale, short cycle assessments** given in the classroom in order to...
Today’s Library of Congress Tour Will Include:

1. Homepage [www.loc.gov](http://www.loc.gov)
6. Primary Source Analysis Tool: PDF version [http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)
The Library of Congress > Teachers > Classroom Materials

Classroom Materials

Classroom Materials: Lesson Plans | Themed Resources | Primary Source Sets | Presentations & Activities | Collection Connections

Created by teachers for teachers, these ready-to-use materials provide easy ways to incorporate the Library’s unparalleled primary sources into instruction.

Search Our Classroom Materials by Standards 〇 Common Core 〇 State Content 〇 Organizations

Primary Source Sets
Sets of primary sources on specific topics.

Lesson Plans
Teacher-created lesson plans using Library of Congress primary sources.

Presentations & Activities
Media-rich historical context and opportunities for both teachers and students to explore.
Using Primary Sources

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources: accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

1. Engage students with primary sources.

Draw on students’ prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?
- Where does your eye go first?

Help students see key details.

- What do you see that you didn’t expect?
- What powerful words and ideas are expressed?
Thumbs Up or Thumbs Down...

Do you know what a *primary source* is?
In the study of history as an academic discipline, a **primary source** (also called original source or evidence) is an artifact, a document, diary, manuscript, autobiography, a recording, or other **source** of information that was created at the time under study.

### Types of Primary Sources:

<table>
<thead>
<tr>
<th>Written:</th>
<th>Oral (spoken):</th>
<th>Visual:</th>
<th>Electronic:</th>
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<tbody>
<tr>
<td>Books</td>
<td>Speeches</td>
<td>Sculptures</td>
<td>Fax</td>
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<tr>
<td>Journals</td>
<td>Oral histories (history told through story telling)</td>
<td>Photographs</td>
<td>Email</td>
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<tr>
<td>Letters</td>
<td>Music</td>
<td>Maps</td>
<td>Databases (old news articles, etc.)</td>
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<td>Diaries</td>
<td>Interviews</td>
<td>Drawings</td>
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<td>Public records</td>
<td>Legends</td>
<td>Cartoons</td>
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<tr>
<td>Newspapers</td>
<td>Recordings</td>
<td>Coins</td>
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<td>Eye witness accounts</td>
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<td>Movies</td>
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<td>Government documents</td>
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<td>Posters</td>
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<td>Laws</td>
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<td>Engravings</td>
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<td>Poems</td>
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<td>Architecture</td>
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<td></td>
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<td>Artifacts</td>
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</table>
History/Social Science, English Language Arts
Science, History/Social Science, English Language Arts, Math
Photographs are primary sources that can be used in any content area.
Passports and sheet music are also primary sources
History/Social Science, Math, Science, English Language Arts

journals  books  articles and essays
Thumbs Up or Thumbs Down...

Do you know what a Visual Thinking Routine is?
Using Primary Sources

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- What powerful words and ideas are expressed?
Teacher’s Guides and Analysis Tool

Analysis Tool for Students

Primary Source Analysis Tool
PDF version (56 KB)

Teacher’s Guides

Analyzing Primary Sources
(PDF, 56 KB)

Analyzing Motion Pictures
(PDF, 55 KB)

Analyzing Political Cartoons
(PDF, 83 KB)
PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source. If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

Select format of your primary source
Any Format

OBSERVE
Record responses here

REFLECT
Record responses here

QUESTION
Record responses here

FURTHER INVESTIGATION
Record responses here
PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.
If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

Select format of your primary source:
- Any Format
- Photographs and Prints
- Books and other Printed Texts
- Manuscripts
- Maps
- Motion Pictures
- Sound Recordings
- Oral Histories
- Political Cartoons
- Sheet Music and Song Sheets
- Newspapers

FURTHER INVESTIGATION

Record responses here
PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source. If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

**OBSERVE**
Record responses here

**REFLECT**
Record responses here

**QUESTION**
Record responses here

Follow-up activity ideas: Advanced - Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source. (4 of 4)

**FURTHER INVESTIGATION**
Record responses here
TEACHER’S GUIDE
ANALYZING MAPS

OBSERVE
Ask students to identify and note details.
Sample Questions:
- Describe what you see.
- What do you notice first?
- What size and shape is the map?
- What graphical elements do you see?
- What on the map looks strange or unfamiliar?
- Describe anything that looks like it does not belong on a map.
- What place or places does the map show?
- What, if any, words do you see?

REFLECT
Encourage students to generate and test hypotheses about the source.
Why do you think this map was made? Who do you think the audience was for this map?
- How do you think this map was made?
- How does it compare to current maps of this place?
- What does this map tell you about what the people who made it knew and what they didn’t?
- If this map was made today, what would be different?
- What would be the same?

QUESTION
Invite students to ask questions that lead to more observations and reflections.
What do you wonder about...

FURTHER INVESTIGATION
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.
Sample Question: What more do you want to know, and how can you find out?
A few follow-up activity ideas:
Beginning: Write a brief description of the map in their own words.
Intermediate: Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.
Advanced: Search for maps of a city or state from different time periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to
http://www.loc.gov/teachers

LIBRARY OF CONGRESS | LOC.gov/teachers
TEACHER'S GUIDE

ANALYZING PHOTOGRAPHS & PRINTS

OBSERVE

Ask students to identify and note details.

Sample Questions:
- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this image was made?
- What's happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- If someone made this today, what would be different?
- What would be the same?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

What do you wonder about:
- Who?
- What?
- When?
- Where?
- Why?
- How?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Questions:
- What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
- Write a caption for the image.

Intermediate
- Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced
- Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to
http://www.loc.gov/teachers
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Primary Source Analysis Tool

• **Observe:**
  – Ask students to closely observe each primary source.
  – Who created this primary source?
  – When was it created?
  – Where does your eye go first?
  – Help students see key details. *Ex: I see 3 men, each wearing a hat - 2 baseball caps and 1 cowboy hat.*

• **Reflect:**
  – What do you see that you did not expect?
  – What powerful words and ideas are expressed?
  – Encourage students to think about their personal response to the source.
  – What feelings and thoughts does the primary source trigger in you?

• **Questions:**
  – What questions does it raise?

• **Further Investigation:**
  – What further investigation can/should be done?
Who created this primary source?
When was it created?
Where does your eye go first?
Reflect

What do you see that you did not expect?
What powerful words and ideas are expressed?
Encourage students to think about their personal response to the source.
What feelings and thoughts does the primary source trigger in you?
Here is where the magic happens...

“What makes you say that?”

CITE YOUR EVIDENCE
What questions does it raise?

African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration

https://www.loc.gov/resource/cph.3c34434/
Depth of Knowledge (DOK) Levels

Level One (Recall)
- Define
- Identify
- List
- Draw
- Label
- Illustrate

Level Two (Skill/Concept)
- Memorize
- Name
- Measure
- Inferring
- Categorize
- Collect and Display
- Identify Patterns
- Organize

Level Three (Strategic Thinking)
- Calculate
- State
- Tabulate
- Use
- Quote
- Infer
- Compare
- Use Context Cues
- Make Observations
- Summarize
- Distinguish
- Show

Level Four (Extended Thinking)
- Arrange
- Repeat
- Recall
- Recognize
- Use Quote
- Match
- Collect and Display
- Differentiate
- Show

- Apply Concepts
- Critique
- Analyze
- Create
- Prove
- Develop a Logical Argument
- Construct
- Investigate
- Use Concepts to Solve Non-Routine Problems
- Compare
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Draw Conclusions
- Differentiate
- Cite Evidence
### PRIMARY SOURCE ANALYSIS TOOL

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<th>Reflect</th>
<th>Question</th>
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<tr>
<td><strong>DOK LEVEL 1:</strong></td>
<td><strong>DOK LEVELS 2 &amp; 3:</strong></td>
<td><strong>DOK LEVEL 4:</strong></td>
</tr>
<tr>
<td>Identify</td>
<td>Infer</td>
<td>Connect</td>
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<tr>
<td>Label</td>
<td>Organize</td>
<td>Synthesize</td>
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<tr>
<td>Name</td>
<td>Interpret</td>
<td>Critique</td>
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<td>Who</td>
<td>Distinguish</td>
<td>Analyze</td>
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<tr>
<td>What</td>
<td>Draw Conclusions</td>
<td>Create</td>
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<td>When</td>
<td>Investigate</td>
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<td>Where</td>
<td>Explain</td>
<td>Apply Concepts</td>
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<td>Why</td>
<td>Cite Evidence</td>
<td>Design</td>
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**Further Investigation**
Each step of the Primary Source Analysis Tool (or any other Visual Thinking Routine) is a formative assessment.
How do we encourage students to ask questions, develop connections, gather evidence and build arguments?

“Working with primary sources is not necessarily about getting to the answers, but about the questions they inspire and the connections they allow students to make.”

Lee Ann Potter, Director of Educational Outreach, Library of Congress
And when you Google “Visible Thinking Routines,” this is what you get...
There are many Visual Thinking Routines. Some examples are:

See/Think/Wonder

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

Say/Mean/Matter


Think/Puzzle/Explore

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPuzzleExplore/ThinkPuzzleExplore_Routine.html

What Makes You Say That?

Stop, Think and Chat…

How will you use The Library of Congress, primary sources, the Primary Source Analysis Tool, and/or other Visual Thinking Routines in your content area?
The 16 Word Gist

Fold a piece of paper *four times* to make 16 boxes. Your exit ticket will be one, original, 16 word sentence that describes something you learned or discovered today.

*Place one word in each box.*

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<th>VTR</th>
<th>and</th>
<th>LOC</th>
<th>primary</th>
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<tbody>
<tr>
<td>sources</td>
<td>are</td>
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<td>effective</td>
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<td>tools</td>
<td>to</td>
<td>help</td>
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<tr>
<td>build</td>
<td>their</td>
<td>writing</td>
<td>skills.</td>
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Take Aways

How to navigate the teacher resources available through the Library of Congress website

How these resources support Common Core shifts and College and Career Readiness standards

What primary sources are and how they can be embedded in a meaningful way into any curriculum

How Visual Thinking Routines (including the PSAT) can assist in developing claim-making and evidence-based writing at any grade level and in any content area.