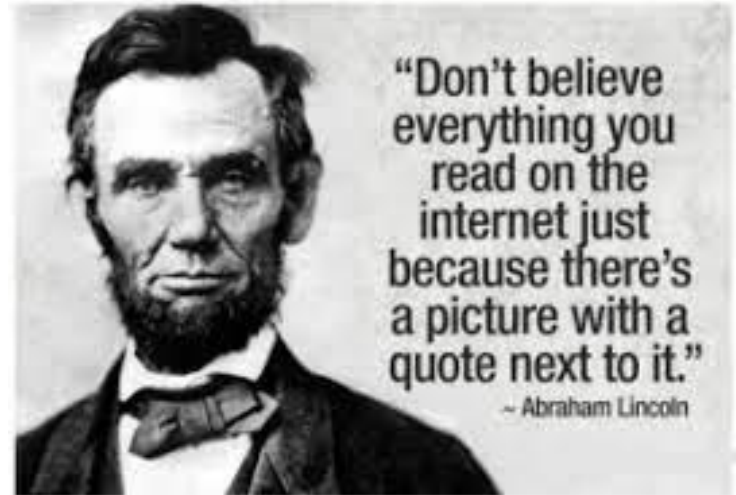


Using BTC to Bring History to Life through Primary & Secondary Sources

Lauren Leahy
Chandler Unified School District 80
Chandler, AZ

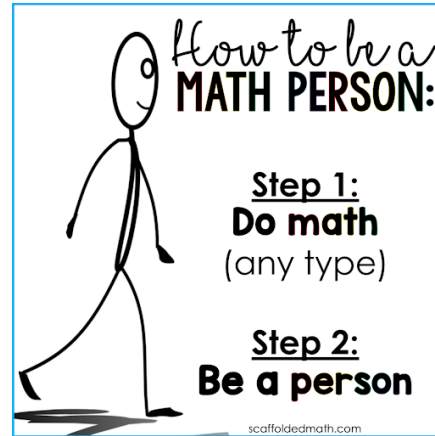


Three Things About Me

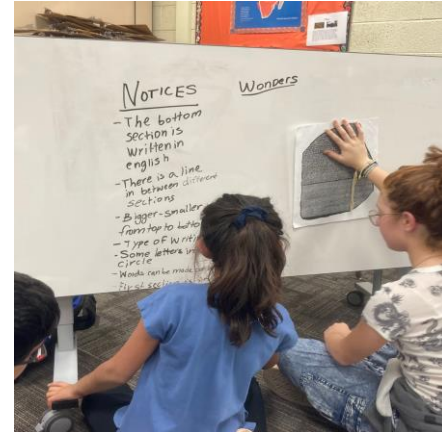
1. I've been teaching middle grades for 21+ years.



2. I'm not a math teacher.



3. I believe in teaching students to think.



Why Do Many Students Hate History?

“When it comes down to it, there’s a battle between **content** and **methods**, and **methods is losing**, even though **methods** is the more useful of the two – **the one that will transform students’ minds from recall to that of independence and inquiry.**”

-Strauss (2017)

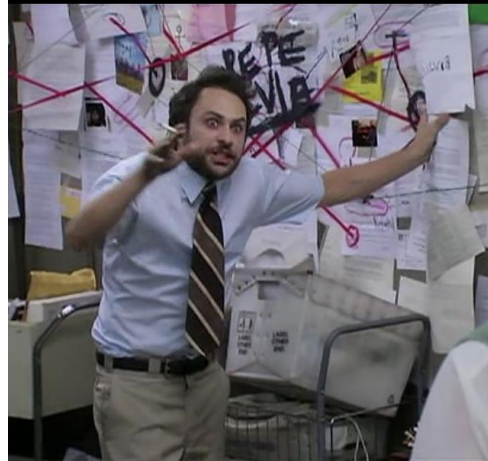
**History taught in school is
BORING.**

(sometimes true)

History is NOT BORING.



**History
in
School**



**History
as a
Hobby**

Why do so many students hate history?



Why do so many students hate history in schools?

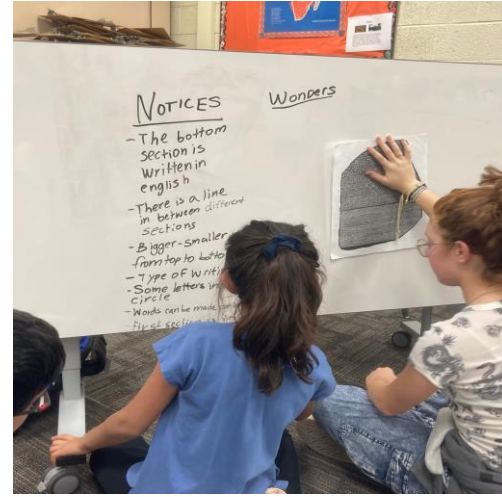
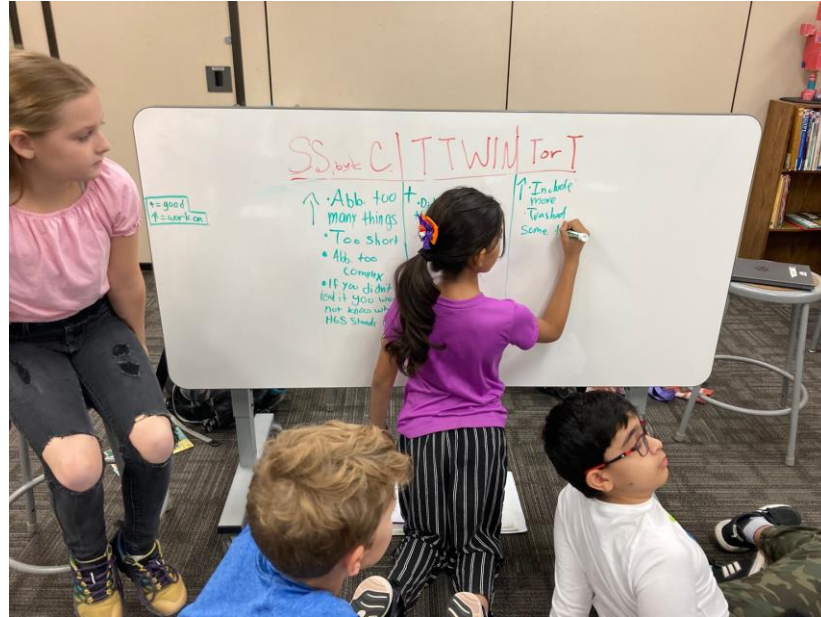
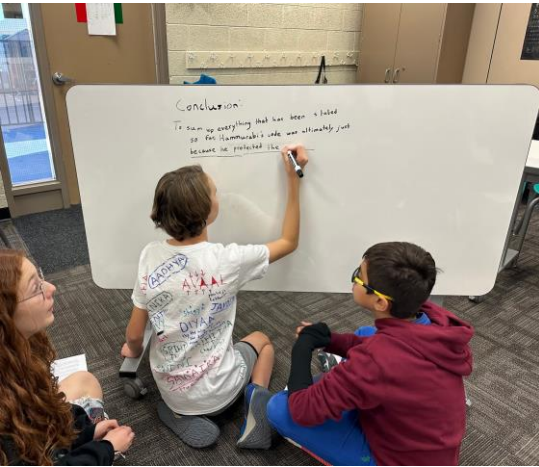
***Star Wars: New Hope* (textbook edition)**

The Galactic Empire had increased its hold on a growing number of planets; however, the rebels continued to fight. In an effort to reign in the rebels, the Empire built a space station that could destroy a planet. In a show of power, the Empire destroyed the planet Alderaan, proving its strength.

The Empire was planning on destroying more planets, which would certainly stall any rebel efforts, but during the Battle of Yavin, rebel pilots found a weakness and the space station was destroyed. This was a damaging blow to the Empire, and it was a huge boost to the rebel morale, but the Empire's growth was merely stalled. -Strauss (2017)

How do you get students to LOVE history?

Get students THINKING.



Non-Curricular Task: Social Studies Edition!



WHAT'S GOING ON IN THIS PICTURE?

The New York Times

SUBSCRIBE FOR \$1/WEEK

LOG IN

THE LEARNING NETWORK

What's Going On in This Picture?

Intriguing Times images stripped of their captions — and an invitation to students to discuss them live.

Intriguing
Times
images
stripped
of their
captions



KIRSTY WIGGLESWORTH/ASSOCIATED PRESS



LILA BARTH FOR THE NEW YORK TIMES

What's Going On in This Picture? May 13, 2024

Look closely at this image, stripped of its caption, and join the moderated conversation about what

How to Teach With 'What's Going On in This Picture?'

Want to use intriguing photographs to help students practice visual thinking and close reading skills? This guide can help you get started.

September 27, 2022 . By
THE LEARNING NETWORK



Introduction to 'What's Going On in This

What do you
notice?

What do you
wonder?



What do you notice?

What do you wonder?

The original photo caption reads, “An orange thrower from Team Death taking aim.”

[Full article](#)



Transport yourself...

- You are a 6th grader.
- You have some background about Ancient Egypt.
- You find writing essays challenging.





How did the Nile River shape Ancient Egypt?

**Use information from the documents provided
to support your position.**



How do you get students to LOVE history?

Get students THINKING.

BTC is perfect match with Document Based Questioning (DBQ)

The DBQ Project Method™

The DBQ Project 6-Step Method... builds on students' curiosity and increases motivation and confidence to answer a compelling, authentic question.

The DBQ Project's Core Beliefs

1. All students need to learn how to think.
2. Learning to think requires practice.
3. Clear thinking is hard work.
4. Thinking is clarified by writing.
5. Thinking is for everyone.

Source:

"Democratizing the DBQ A System-wide Approach to Historical Thinking and Writing in Grades 4-12" by Jackie Migliori jackie@dbqproject.com

The DBQ Project Method

6 Steps of DBQ Project Method



1 THE HOOK EXERCISE



2 BUILDING CONTEXT



3 UNDERSTANDING THE QUESTION



4 ANALYZING THE DOCUMENTS



5 BUCKETING



6a PREPARING TO WRITE



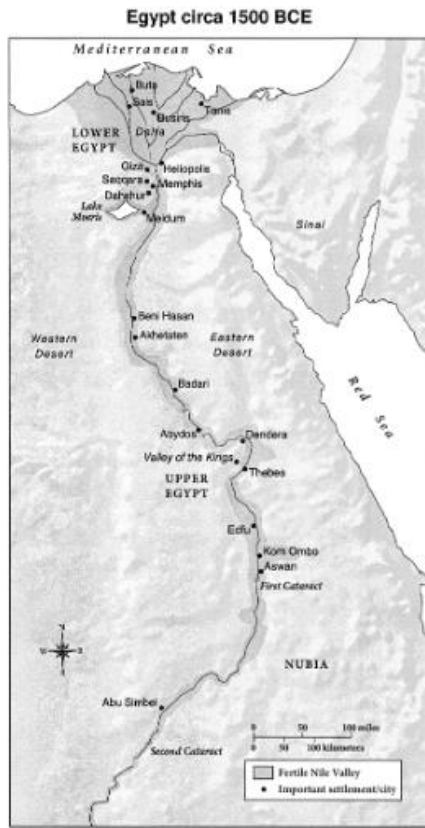
6b WRITING THE ESSAY

Document A

Source: Map created from various sources.

Document Analysis

1. The Nile is the world's longest river, 4,160 miles. Consider the southern boundary of Ancient Egypt to be at Aswan (the first cataract, or rapids). About how many miles of the Nile are actually in Egypt?
2. Why is the delta region to the north called "Lower Egypt"?
3. What were the eastern, western and northern boundaries of Egyptian settlement?
4. Given the geography of this area, do you think Egypt was vulnerable to foreign invaders? Explain your thinking.
5. What do you notice about population distribution and settlement location in Ancient Egypt? List three reasons for this.

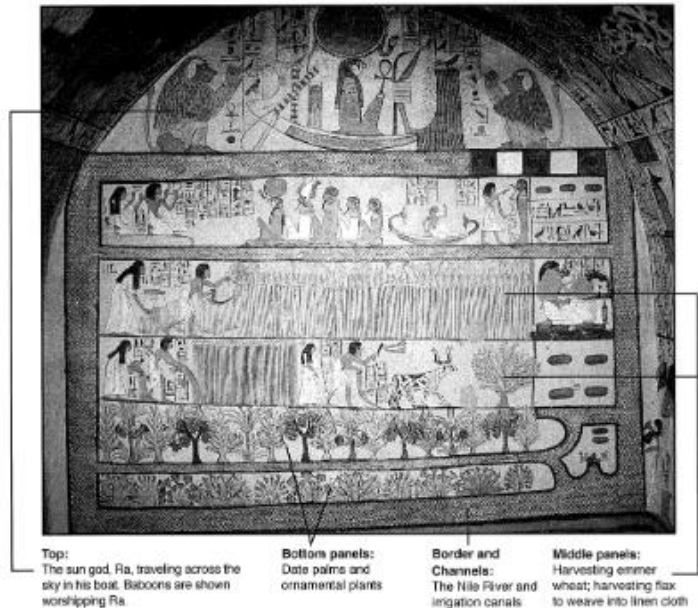


EV

Document D

Source: Painting from the tomb of a tradesman named Sennedjem, who lived sometime between 1307 and 1196 BCE.

Note: Heaven in Ancient Egypt was a paradise called the Field of Reeds, shown in this tomb painting. Those whose heart had the correct weight at death could, after a long journey, live in the Field of Reeds forever. The Field of Reeds was believed to be somewhere in the east, near the rising sun.



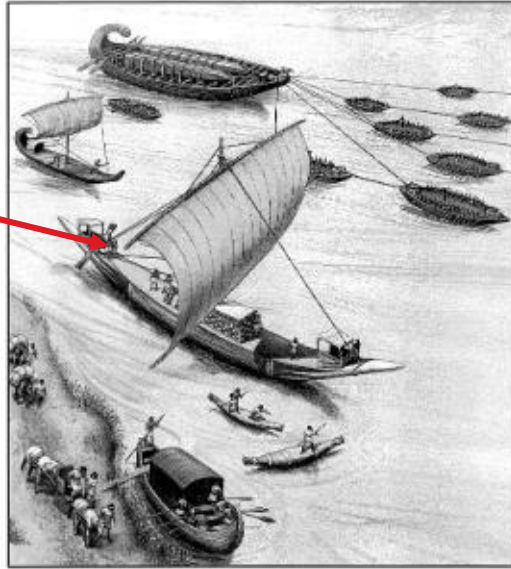
EV

Document Analysis

1. The middle panels of this tomb painting show the deceased and his wife engaged in various activities. What kind of activities are they?
2. What natural and man-made objects can you identify in the bottom three panels?
3. What would disappear from this picture of paradise if the Nile weren't present?
4. Using this document only, explain how the Nile shaped Ancient Egypt.

Document C

Source: Illustration by Oliver Frey in *Living in Ancient Egypt*, Norman Bancroft Hunt, editor, 2008.



EV

Image

Note/ caption

Note: The Nile River flows south to north against a prevailing northerly wind. In ancient times, boats traveling upstream against the Nile current used a sail or rowers or both. Boats traveling downstream to the north often just floated with the help of steering oars. The Nile current was about four knots (4 mph) during flood season. It slowed to a sluggish one knot (1 mph) during the rest of the year.

Comprehension/
Analytical Questions

Document Analysis

1. What is being transported by the barge (the vessel pulled by tugboats)?
2. What is likely being carried by the large sailboat?
3. What direction are the sailboats, barge, and tugs traveling? Explain your reasoning.
4. Drawing from evidence in the document, what are five occupations in Egypt that depended, in some way, on the Nile River?
5. How does this document help you answer the question: How did the Nile shape Ancient Egypt?

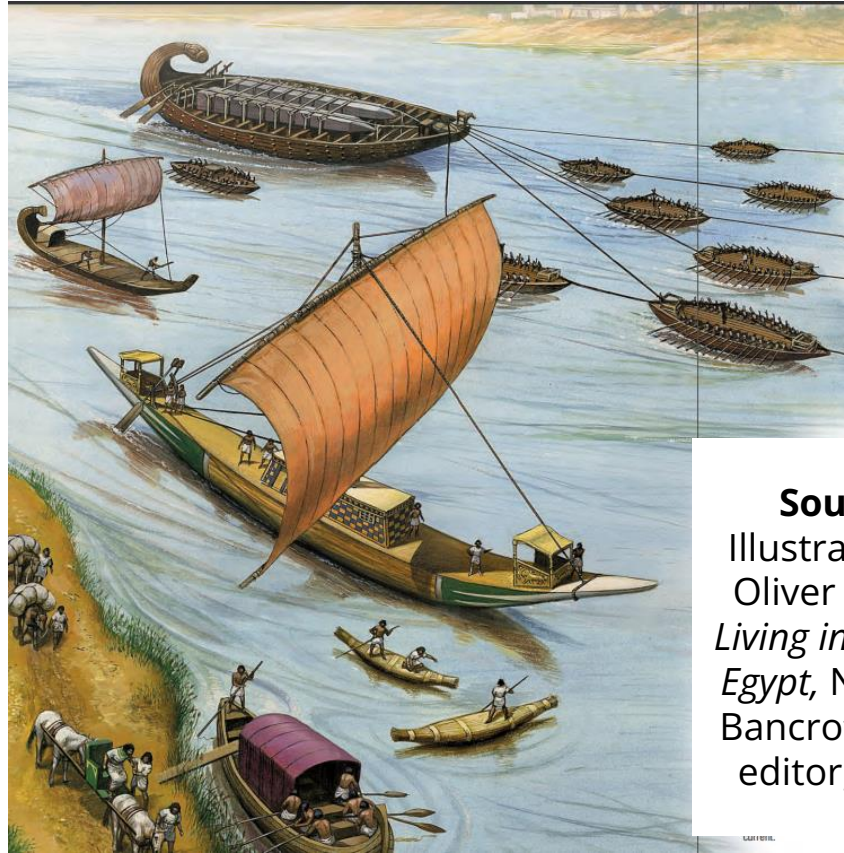
Activity: Assigning the Highly Engaging Thinking Task

1. Create a “task so interesting, people cannot resist thinking”:

- **What do you notice?**

- **What do you wonder?**

1. Move to a VNPS in groups of 3. Try to team up with people you don't know.



Source:

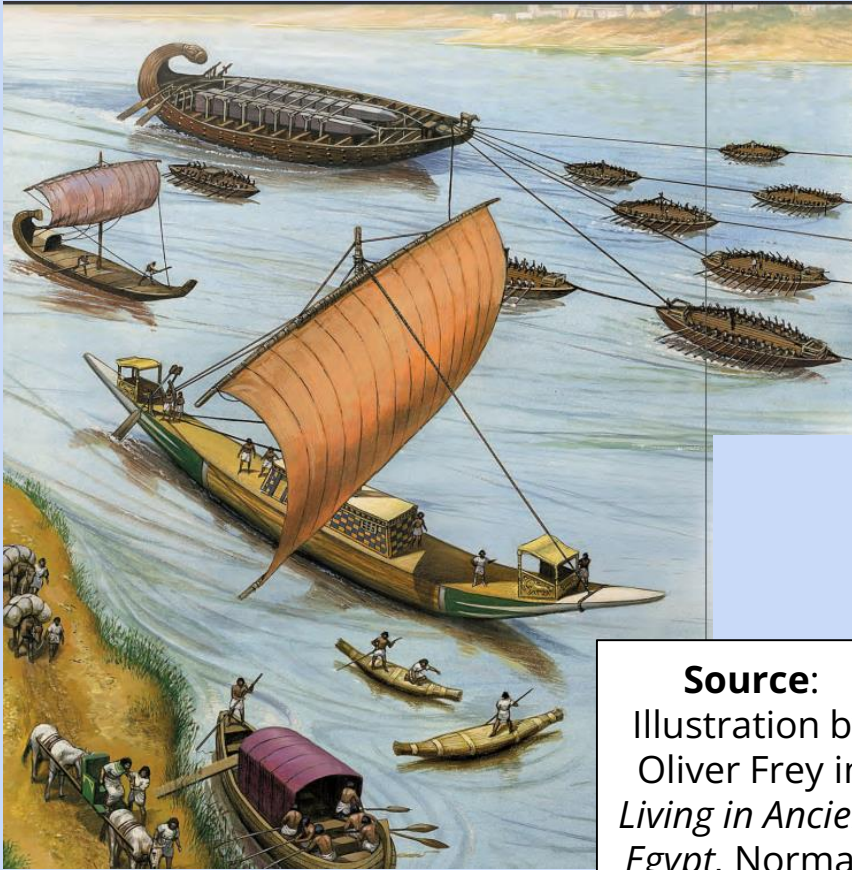
Illustration by
Oliver Frey in
*Living in Ancient
Egypt*, Norman
Bancroft Hunt,
editor, 2009.

Thinking Task: Step 1

Step 1:

What do you notice?

What do you wonder?



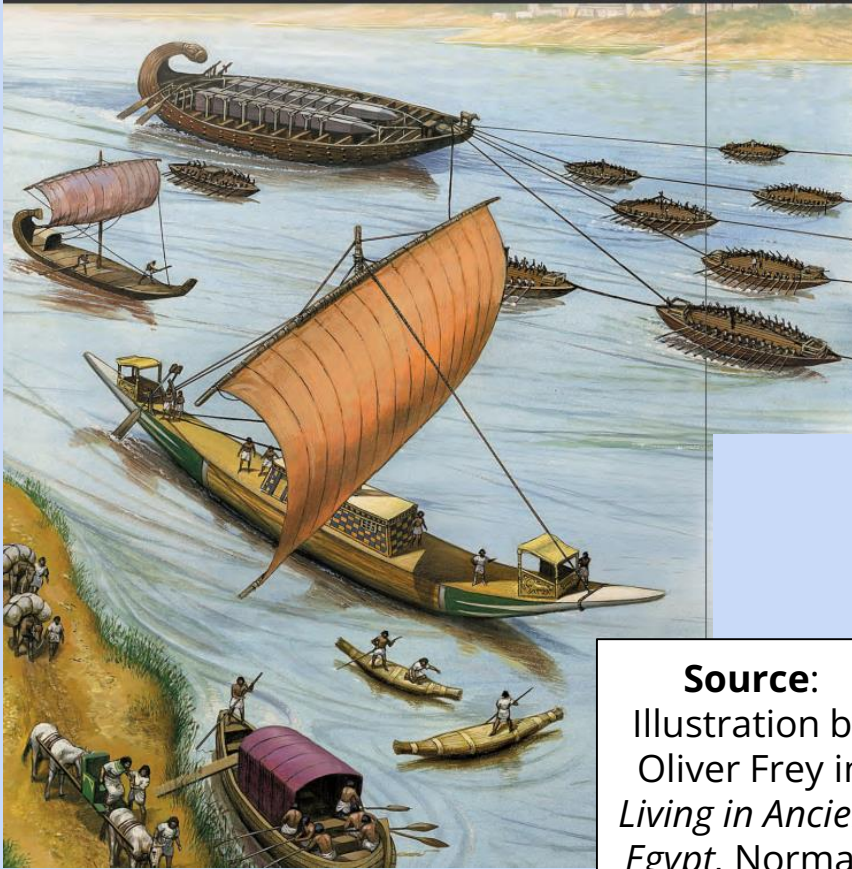
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Thinking Task: Step 1

Step 1:

What do you notice?

What do you wonder?



Source:
Illustration by
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*Living in Ancient
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3:00

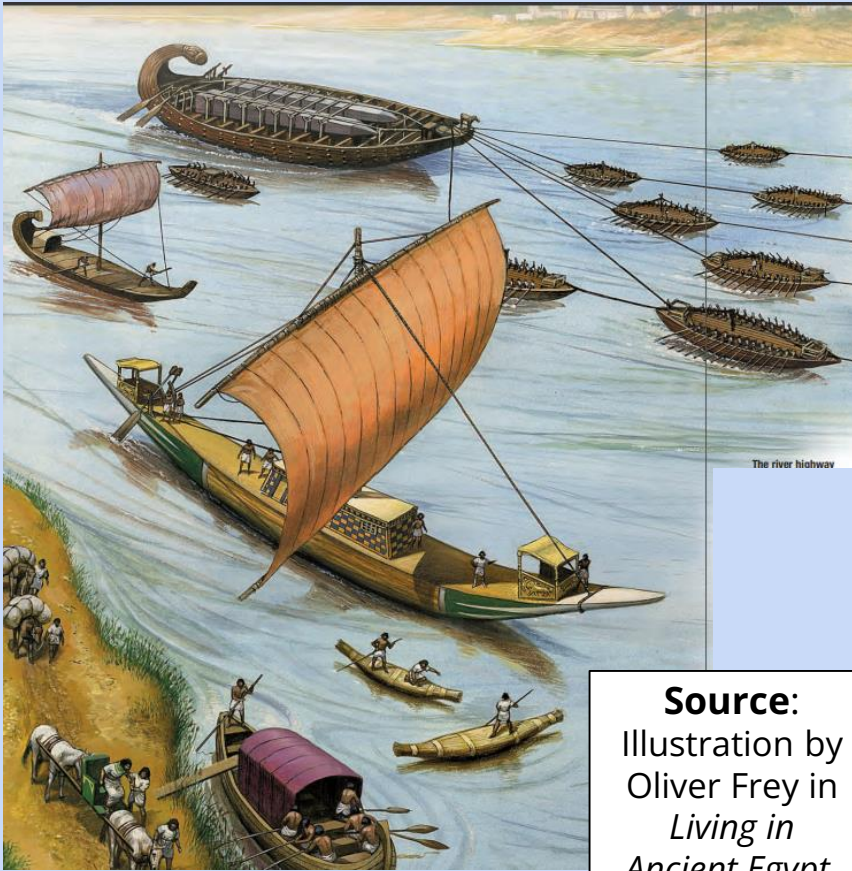
Thinking Task: Step 2

Step 1: What do you notice?

What do you wonder?

Step 2: Read the “Note” about the image.

→ In a **DIFFERENT COLOR**, add to your ideas from Step 1 considering this new info.



Source:
Illustration by
Oliver Frey in
*Living in
Ancient Egypt*,
Norman
Bancroft Hunt,
editor, 2009.

Step 2: Adding the Note/ Caption:

The Nile River flows south to north against a prevailing northerly wind. In ancient times, boats traveling upstream against the Nile current used a sail or rowers or both. Boats traveling downstream to the north often just floated with the help of steering oars. The Nile current was about four knots (4 mph) during flood season. It slowed to a sluggish one knot (1 mph) during the rest of the year.

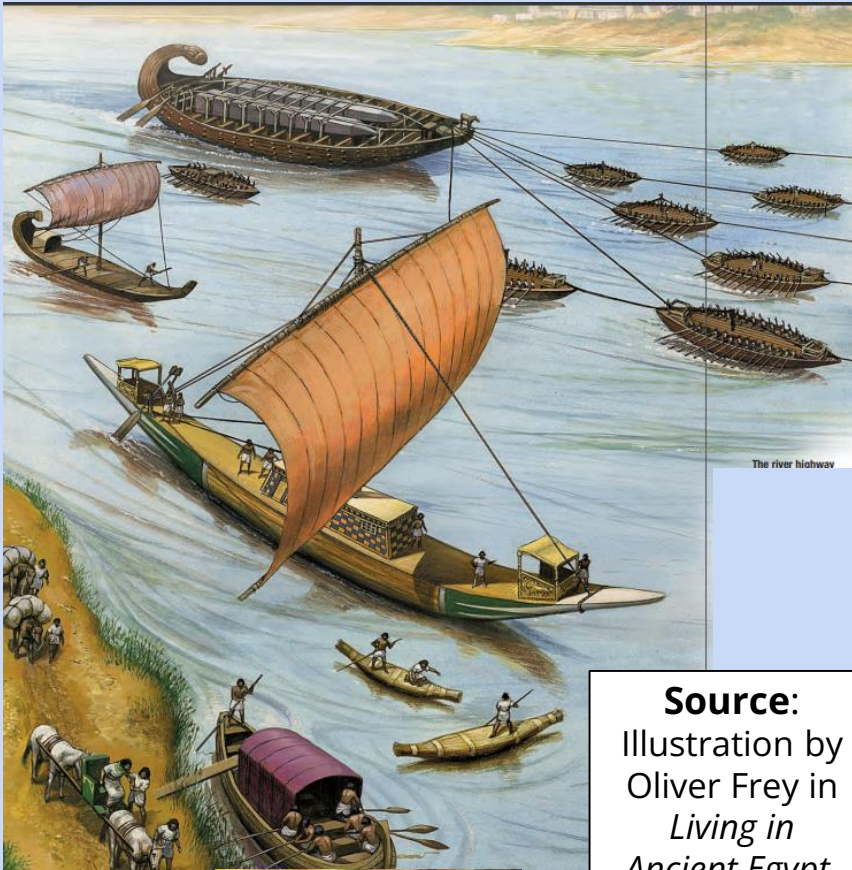
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Illustration by
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Bancroft Hunt,
editor, 2009.

3:00

Document C

Source: Illustration by Oliver Frey in *Living in Ancient Egypt*, Norman Bancroft Hunt, editor, 2008.



EV

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Document Analysis

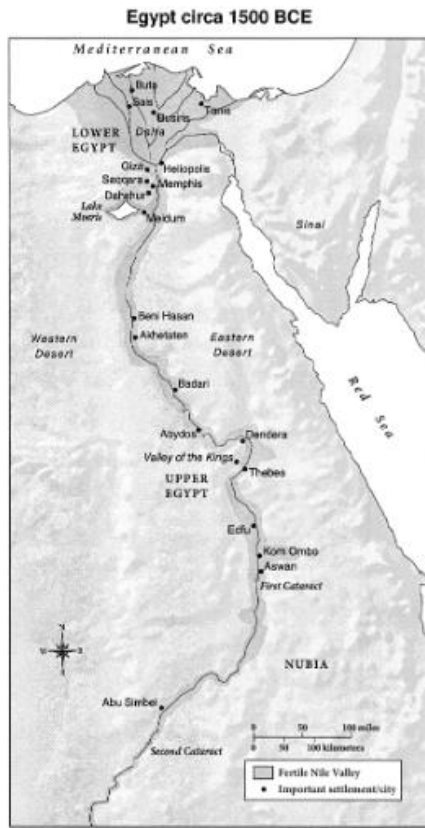
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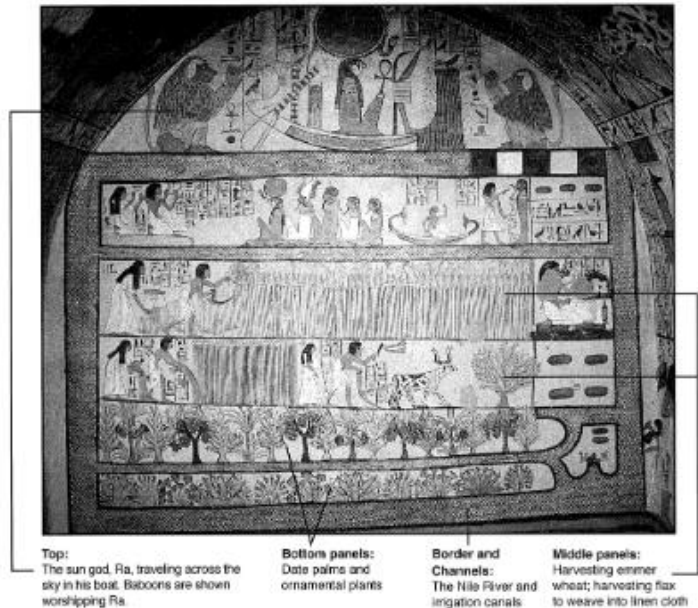


EV

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EV

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Lauren Leahy

Weinberg Gifted Academy

Chandler Unified
School District

leahy.lauren@cUSD80.com

Presentation slides:

