

How do historians conduct research?	
Grade Level	High School (9-12)
Summative Performance Task	Evidence Based Argument Presentation

How do historians conduct research?

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<p align="center">Compelling Question: How do historians conduct research?</p>		
<p align="center">Supporting Question I</p> <p>How do historians form compelling and supporting questions? (D1.1, D1.2, D1.3, D1.4, D1.5)</p>	<p align="center">Supporting Question II</p> <p>How do historians gather, source, and validate resources that are helpful in answering compelling and supporting questions? (D1.5, D2.His.3 - D2.His.13, D3.1, D3.2)</p>	<p align="center">Supporting Question III</p> <p>How do historians formalize their arguments and communicate their conclusions? (D1,5, D3,3, D3.4, D4.1-D4.4)</p>
<p align="center">Sources</p> <p align="center">(Teacher) www.teachinghistory.org Tools for Historical Teaching Teacher Background Research Paper Steps at: historicalthinker.com</p> <p align="center">(Student) Introduction Practice Preliminary Research (example) Sample topics Graphic Organizer Authentic Social Studies Questions</p>	<p align="center">Sources</p> <p align="center">(Teacher) https://sheg.stanford.edu Intro to Historical Thinking www.teachinghistory.org Four Reads: Learning to Read Primary Documents</p> <p align="center">(Student) Evaluating Sourcing Contextualizing Corroboration Writing an Annotated Bibliography Research Checklist</p>	<p align="center">Sources</p> <p align="center">(Teacher) UCLA – Historical Interpretation and Analysis www.FacingHistory.org Writing Strategies</p> <p align="center">(Student) Presentation Writing an Evidence-Based Argument Rubric Gallery Walk</p>
<p align="center">Formative Performance Task I</p> <p>Read the text about Jackie Robinson. Write a compelling question based on the text. What supporting questions would you ask about Jackie Robinson?</p>	<p align="center">Formative Performance Task II</p> <p>Read the text about Cesar Chavez. Identify how the validity of this source would be determined.</p>	<p align="center">Formative Performance Task III</p> <p>View the two sources. Why might there be different (or similar) interpretations of the same event?</p>
<p align="center">Summative Performance Task: Evidence Based Argument Presentation How and why do historians, investigating the same topic, have different (or similar) interpretations of events/topics? High School Project and Grading Rubric</p>		

Overview

This module integrates skills from the Common Core History/Social Studies 9-12 reading and writing standards and C3 Framework and Inquiry Arc into social studies instruction. It draws upon instructional resources from various resources including: TeachingHistory.org; HistoricalThinker.com; Stanford History Education Group; *Reading, Thinking, and Writing About History*; and teacher created instructional and assessment resources from the Red Clay Consolidated School District in Wilmington, Delaware. The module culminates in a gallery walk of student created evidence based argument presentations. By completing this module, students will build their social studies content knowledge as well as their reading, writing, and inquiry skills.

This document includes information to support teachers as they implement the instructional ideas in their classroom. The full instructional module should take 120-180 minutes. Additional time will be necessary for the actual student writing and researching. The guidance within this document is general in form, but includes specific information about historical sources, tools to support document analysis, instructional support, and relevant Common Core standards and C3 Framework indicators. The overall module question is: **How do historians conduct research?** Supporting questions include: **How do historians form compelling and supporting questions?** **How do historians gather, source, and validate resources that are helpful in answering compelling and supporting questions?** **How do historians formalize their arguments and communicate their conclusions?** And a final question of: **How does the historian's choice of questions and sources affect the historical narrative?**

The instructional sequence in this module includes four parts.

- Create Compelling Questions
- Gather, Analyze, and Evaluate Evidence
- Communicate Conclusions
- Analyze and Compare Different Approaches Authors Take

Create Compelling Questions

How do historians conduct research? How do historians form compelling and supporting questions?

In this lesson students are exposed, perhaps for the first time, to the characteristics of solid compelling and supporting questions. Students are provided with examples of questions and are expected to identify the characteristics of compelling questions as open ended, engaging, and reflect enduring issues. Supporting questions, on the other hand, are considered the building blocks or steps toward answering the compelling question. How much practice with identifying, revising, and writing questions students will require is dependent upon the teacher's assessment of students' progress, the amount of time available to work with individual and cooperative groups of students, and whether students have been exposed to writing thesis or compelling questions in prior studies. The formative assessment will assist in evaluating whether additional or remedial work is required.

Once students are ready to try writing their own questions, a list of topics is shared with students. The final assessment of this module requires that students compare two presentations of similar topic/event, therefore, it is advisable to have at least two students research the same topic/event. Graphic organizers, appropriate for high school have been provided and used with success.

Common Core and C3 Framework connections

Common Core - Depending on how teachers introduce the compelling question (e.g. will students read any background material) students may have an opportunity to practice readings skills in the Common Core. The following ELA/Literacy CCR anchor standards have direct connections to this lesson:

- Anchor Reading Standard 1
- Anchor Writing Standard 7
- Anchor Speaking and Listening Standard 1

C3 Framework – Dimension 1 of the C3 Framework requires students to take increasing responsibility for their learning so that by grade 12 they are able to construct questions and plan inquires more independently. The indicators in Dimension 1 describe the questioning and planning skills needed to initiate inquiry. The following indicators are relevant to Lesson 1:

- D1.1/D1.2 – Constructing Compelling Questions
- D1.3/D1.4 – Constructing Supporting Questions
- D1.5 – Developing Helpful Sources

Gather, Analyze, and Evaluate Evidence:

How do historians conduct research? How do historians gather, source, and validate resources that are helpful in answering compelling and supporting questions?

This lesson continues the research process by having students research their topic. The first step in searching for sources is to determine what types of resources will best answer the compelling and supporting questions that students have created. Next students need to learn how to question the author by asking sourcing and contextual questions. The final step in this lesson is to determine the validity of the sources by corroborating sources as they pertain to the compelling and supporting questions.

Teachers will be the best source for determining how much instruction and practice students will require in order to conduct research. Included in the lesson materials are a research checklist that can be used as an interim assessment and a handout on how to cite sources using APA format for high school students.

Common Core and C3 Framework connections

Common Core - What sources are available and how much time is devoted to research may vary, but regardless of the variability, all Common Core reading standards are potentially relevant for students' research. The module works well as a culminating activity to a particular unit of study and teachers know what accommodations and support their students will require. The following ELA/Literacy CCR anchor standards have direct connections to this lesson:

- Anchor Reading Standards 1-10
- Anchor Writing Standard 7

C3 Framework – Dimensions 2 and 3 are well supported by this lesson. While researching students are engaged in finding appropriate resources and making use of historical evidence. Students are involved making inferences and citing evidence from sources that support their questions, as well as identifying sources that may run counter to the arguments. These actions are found explicitly in the History Core of Dimension 2. Depending on the topic, indicators from the other core disciplines may be met. Core disciplines of Economics, Civics, and/or Geography can be applied as well. The specific topic/event is to be determined by the teacher.

Dimension 3 requires that students use various technologies and skills to find information that will help answer their compelling and supporting questions. For final product of this module, students will cite evidence and support their compelling and supporting questions with information that was gathered, gleaned and prioritized. The following indicators are relevant to Lesson 2:

D1.5 – Determining Helpful Sources

D2.His3 – Change, Continuity, and Context

D2.His4-D2.His8 – Perspectives (D2.His.7-D2.His8 for grades 9-12 only)

D2.His9-D2.His13 – Historical Sources and Evidence

D3.1/D3.2 – Gathering and Evaluating Sources

Communicate Conclusions

How do historians conduct research? How do historians formalize their arguments and communicate their conclusions?

In this lesson, using the sources that have been gathered, students prioritize and categorize the sources while making decisions about how to present their argument and information. Students will determine how to use the evidence from the sources to develop claims and counterclaims. Students will also corroborate sources and make inferences and draw conclusions. In initiating this lesson, teachers should share and discuss the product rubric that will be used. We found it helpful to have a dual columned rubric that contains a specific rubric for students to monitor their own progress and the other side for teachers to evaluate the final product.

Teachers may find it necessary to teach or review: claims, counterclaims, evidence, and/or paraphrasing. FacingHistory.org has multiple resources for teachers. The *Writing Strategies* unit is a research based resource that includes instructional strategies for writing with evidence.

Common Core and C3 Framework connections

Common Core – This lesson is product oriented and aligns well to the CCSS-ELA. Through practice and experience with gathering and analyzing sources to sharing findings, students will become aware of how others use evidence to support claims. This lesson should not be conducted in isolation, but students should be encouraged to participate in peer editing and other collaborative activities. The following ELA/Literacy CCR anchor standards have direct connections to this lesson:

Anchor Reading Standards 1-10

Anchor Writing Standards 1-10

Anchor Speaking and Listening Standards 1-5

C3 Framework – In this final lesson, students are producing evidence of their understanding of social studies content and research and communication processes. Students are encouraged to revise, edit, and supplement as they create their final product. While this module does not directly address the “Taking Informed Action” indicators, this module could easily be repeated with different local, regional, or global problems as the foci. The following indicators are relevant to Lesson 3:

D1.5 – Determining Helpful Sources

D3.3/D3.4 – Developing Claims and Using Evidence

D4.1-D4.4 – Communicating and Critiquing Conclusions

Analyze and Compare Different Approaches Authors Take

How do historians formalize their arguments and communicate their conclusions? How and why do historians, investigating the same topic have different (or similar) interpretations of events/topics?

This summative task has been designed to share and celebrate the work of students who have become, in a micro-sense, mini historians. The final gallery walk should not be eliminated from this module as the activity affords students an opportunity to practice social studies discourses. Students will realize that social studies involves being able to identify and contemplate various perspectives and that bias is inherent in discourses, if not all discourses.

The teacher should take care in displaying pairs of presentations of similar event/topic so comparing the selected viewpoint of the historian is easily accomplished. Teachers may want to consider using student evaluations when determining the final assessment grade. We have invited staff and community members to participate in enjoying the products of the Microhistory module. We would encourage others to do so.

High School United States Modern History Project

United States History 1945- 2000 Historical Events and Phenomena

Task:

Examine and trace the effects of one selected topic by researching the political, economic, cultural, social, and/ or international changes it brought to the United States.

Process:

1. Select a Topic (from list provided)
2. Write a compelling investigative question
3. Gather Sources: (must use at least **four** sources in addition to your textbook). Sources may include but are not limited to:

Textbook	Artwork	Photographs	Documentary
Web page	Political cartoons	Posters	Videos
Book	Census records	Quotations	Obituaries
Magazine or journal	Court records	Research data	Pamphlets
Newspaper article	Diaries and journals	Speeches	Maps
Interview	Obituaries		

4. Create and submit an annotated bibliography
5. Draft your evidence-based argument
6. Display their research at the United States History Research Fair. The attached rubric provides more detail; however, your **trifold poster** will need to include these basic elements:
 - Topic and investigative question
 - Works Cited/ Bibliography
 - Visual and Primary Source Evidence
 - Written Evidence-Based Argument

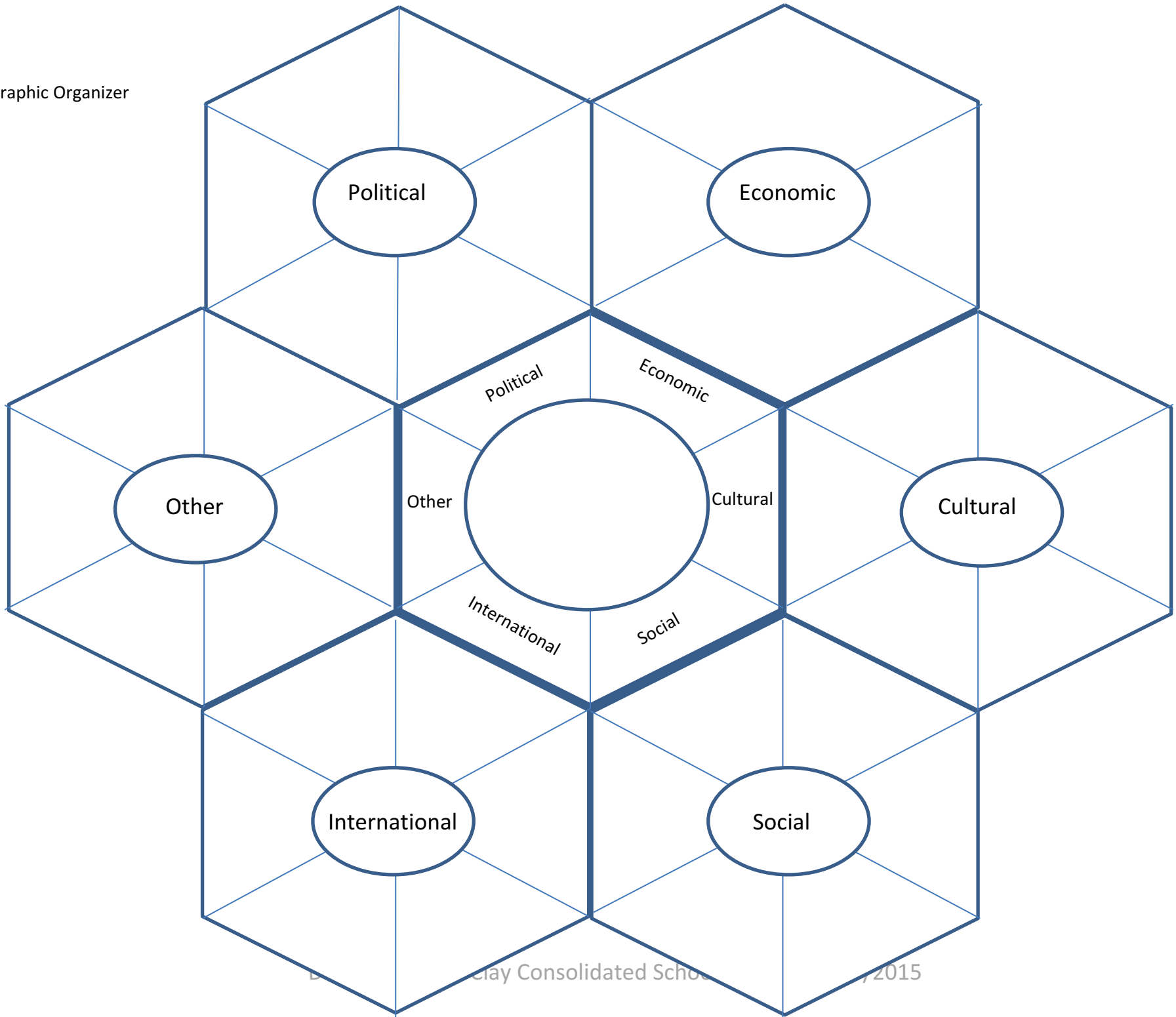
High School Topic List

WATERGATE – Power of the President P	WATERGATE- Rise in Journalism C/S	Election of 1960 C/P
Election of 1968 P	JFK Assassination P/C/S	Korean War P/I
Challenger Explosion C	Election of 2000 P/S	Elvis Presley on Ed Sullivan C
Clinton Impeachment P/C	Gulf of Tonkin P/I	Tet Offensive P/I
Massacre at Mai Lai P/I	Sputnik P/I	Jackie Robinson Breaks Color Barrier C/S
McCarthy Hearings P/S	Rosenberg Trial P/S	O.J. Trial C/S
Levittown C/E	Brown vs. Board of Ed P/C/S	Montgomery Bus Boycott S/E
March on Selma S	Freedom Riders S/P	Voting Act of 1965 P/S
Bay of Pigs P/I	Rise of Berlin Wall P/I	Fall of Berlin Wall P/I
Moon Landing P/C	Woodstock C	Roe v. Wade C/S
Nixon Visits China P/E	RFK Assassination P/S	Kent State C/S
Columbine S/C	NAFTA Signing E/P	Iran Hostage Crisis P/I
Election of 1980 P	AIDs in America S/C	S&L Scandal E/S
Iran Contra Scandal P	<i>Charlie Wilson's War</i> P/I	Persian Gulf War P/I
1996 Olympics Bombing C/S/I	1972 Munich Olympics Hostages P/I	Michael Jackson- The King of Pop C/S
Election of 1976 Bicentennial P/C	<i>Saturday Night Live</i> effects on politics in America P/C	Little Rock 9 S
Birth Control S/C	U2 Spy Plane P/I	Peace Corps I/C
Effect of <i>Seinfeld</i> on American culture C/E	<i>Star Wars</i> : How ILM changed movies C/E	Air Traffic Controller's Strike 1980 P/E
Reaganomics E/P	Title IX C/P/E	CNN 24 Hour News and its effects on American Culture P/E/C

High School Topic List

S.T.A.R. W.A.R.S- Reagan Initiative P/I	The PC C/E	The mobile phone C/E
Clean Air Act P	Return of Panama Canal to Panama P/I/E	<i>The Tonight Show with Johnny Carson</i> - Impact of US C
Dodgers move to L.A. C/E	Tiger Woods turns Pro C/E	Malcolm X P/C
Oil rationing 1970s P/I/E	Pentagon Papers published P/S	Passage of 26 th Amendment- Voting Age to 18
Sandra Day O'Connor 1 ST Female Supreme Court Justice P/S	Doug Williams- 1 st Black QB in Super Bowl S	Sylvester Croom- 1 st Black SEC Coach S
Andy Warhol Influence	Beatles on Ed Sullivan	Altamont
Bob Dylan	Cuban Missile Crisis	MLK/ "I have a Dream Speech"
Introduction of Color Television E/C	Opening of Disneyland E/C	Nixon/ Kennedy Debates P
Rachel Carson publishes <i>Silent Spring</i> P/S	Opening of the first Walmart E	The First Super Bowl E/C
Oklahoma City Bombing	NAFTA Agreement P/E	

Graphic Organizer



Writing your Compelling Investigative Question

1. Begin by doing quick research on your topic. This can be done by reading about your topic in the textbook or online. Create a list of things that interest you about your topic below.

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2. Keep in mind that in researching your topic, you must investigate how the event impacted the political, economic, cultural, social, and/ or international changes it brought to the United States. As you research your topic further, keep organized how you topic may have impacted these areas.

Area	Evidence
Political	
Economic	
Culture	
Social	
International	
Other	

3. Using what interests you about your topic and the evidence you have gathered about the topic, it is time to write your investigative question. A good investigative question should :
 - a. Prompt you to do further research on your topic.
 - b. Force you to compare sources to corroborate evidence
 - c. Be open to multiple interpretations and be opened ended
 - d. Has you construct an argument to defend with historical evidence
 - e. start with “how” or “why” (most- but not all)

A weak investigative question on the dropping of the atomic bomb at the end of WWII might be:
How many people were killed by the bombs dropped on Japan at the end of WWII?
(This is more of a supportive question.)

A compelling investigate question on the dropping of the atomic bomb at the end of WWII might be:
Did the United States use the atomic bomb in Japan as an attempt to take its place as a world superpower?

Writing an Annotated Bibliography

Key Elements in your Annotated Bibliography

- Primary Sources are listed first, and listed in alphabetical order by the first word in the citation
- Secondary Sources are listed next, and listed in alphabetical order by the first work in the citation
- URLs (web addresses) should NOT be hyperlinked
- Use APA formatting (use www.citefast.com to help put your sources in proper format)

Example of annotated bibliography with explanations:

Collinson, S. (2000, November). President or King? *History Today*, 50(11). Retrieved August 15, 2011 from <http://www.historytoday.com/simon-collinson/president-or-king>.

This **journal article** argues that the partisan conflict that developed in the 1790s and came to a head in the election of 1800 was a result of the application of the ideals of the American Revolution. Understanding the American Revolution was the defining event in the lives of the electorate, the author argues that the Republicans used this event to appeal to voters, arguing that they would be completing the “revolution of **1776**.” This article helped in my research to help develop my thesis on the rise of the Republican Party as an outgrowth of the revolutionary **generation**.

Comment [LOH4]: In the first sentence, identify the TYPE of source this is (book, website, journal, diary, photograph, etc)

Comment [LOH5]: There is a 2-4 sentence summary explaining the main idea of the source.

Comment [LOH6]: The last section should be written in PAST tense, and explain HOW you USED this source in your research.

Research Checklist

Have you....

- Searched the school library catalog for books
 - Searched under your subject's name(s)
 - Searched the name of key associates of that person or people associated with the event
 - Searched the name of key events with which your person was associated

- Searched the school's electronic databases for articles and primary sources
 - Searched under your subject's name(s)
 - Searched the name of key associates of that person or people associated with the event
 - Searched the name of key events with which your person was associated

- Searched the UDLib databases for articles and primary sources
 - Searched under your subject's name(s)
 - Searched the name of key associates of that person or people associated with the event
 - Searched the name of key events with which your person was associated

In the school library:

- Searched the shelves (history and biography sections)
- Searched the name of key associates of that person
- Searched the name of key events with which your person was associated
- Searched the National Geographic Index
- Searched the reference book shelves
- Searched the name of key events with which your person was associated

In the classroom

- Searched the classroom library
- Searched the classroom DVD library
- Searched the primary source shelf and document books
- Searched the essay book shelves
- Searched the AP textbook shelf
- Searched the *Dictionary of American Biography*

On the Internet:

- Search the course website for research resources in your time period.
- Google key words (you never know what you might find)
- Google key words (using site:edu)
- Google for primary sources ("Eleanor Roosevelt primary source")
- Repeat process using other key words
- Searched the *OAH Magazine of History* site
<http://www.oah.org/pubs/magazine/>
- Search the *American Heritage* website
<http://www.americanheritage.com/>
- Search the *History Net* website
<http://www.historynet.com/>

Writing Your Evidenced-Based Argument

Your evidence-based argument is a summary of your research. In this evidence-based argument you must give your interpretation of your event's impact related to United States History, and also including the evidence you have found to support your argument.

Planning your Evidence-Based Argument

1. Introduction
 - a. Recap the event
 - b. Explain your historical question
 - c. Answer your historical question with your interpretation
2. Supporting Evidence (you will want to have at least 3 to 4 supporting evidence)
 - a. Strongest evidence supporting your interpretation
 - b. Quote from sources that supports your interpretation (include citations)
 - c. Explain the quote and how it influences your interpretation
3. Rebuttal Evidence
 - a. What are other historians saying relating to your topic
 - b. Quote from sources that supports your interpretation (include citations)
 - c. Explain the quote
 - d. Explain why you disagree with this interpretation based on the evidence you research
4. Conclusion
 - a. Explain why someone should choose your interpretation perspective over other interpretations

Suggestion for displaying this on your poster:

This is not an essay; you may split this up on your trifold poster. However, make sure that you clearly mark the area where your evidence-based argument is located.

Adapted From:

Monte-Sano, C., De, L. P., & Felton, M. (2014). Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the common core classroom, grades 6-12 (pp. 180-183). New York, NY: Teachers College Press.

High School Modern United States History ChecBric

Category	Student Checklist	Teacher Checklist
Investigative Question (20)	<input type="checkbox"/> Prompted you to do further research on your topic? <input type="checkbox"/> Force you to compare sources to corroborate evidence? <input type="checkbox"/> Does it lend itself to multiple interpretations? <input type="checkbox"/> Is it opened ended? <input type="checkbox"/> Does the question make you construct an argument to defend with historical evidence?	<input type="checkbox"/> (20) All criteria for investigative question met fully. <input type="checkbox"/> (15) Most of the criteria is met for the investigative question. <input type="checkbox"/> (10) Some of the criteria is met for the investigative question. <input type="checkbox"/> (5) Attempts to meet the criteria for the investigative question. <input type="checkbox"/> (0) No question presented.
Sources (30)	<input type="checkbox"/> Have you used primary sources? <input type="checkbox"/> Have you used secondary sources? <input type="checkbox"/> Have you used at least four sources in addition to your textbook? <input type="checkbox"/> Are your sources documented in an annotated bibliography? <input type="checkbox"/> Do all your sources relate to your topic? <input type="checkbox"/> Have you properly cited, documented, and formatted your sources?	<input type="checkbox"/> (30) All source criteria is met, as well accurately documented in the desired format. <input type="checkbox"/> (20) Most source criteria is met and there are no or few errors in formatting. <input type="checkbox"/> (10) Very little source criteria is met and not in the desired format. <input type="checkbox"/> (0) Source criteria not met.
Validity (15)	<input type="checkbox"/> Is your research reliable? <input type="checkbox"/> Is your research relevant? <input type="checkbox"/> Is your research accurate? <input type="checkbox"/> Are your sources generally accepted in the field? <input type="checkbox"/> Is your interpretation generally accepted in the field?	<input type="checkbox"/> (15) Sources, conclusions and examples meets the criteria <input type="checkbox"/> (10) Sources, conclusions and examples mostly meet the criteria <input type="checkbox"/> (5) Sources, conclusions and examples minimally meet the criteria <input type="checkbox"/> (0) Does not meet the criteria
Depth of Information (30)	<input type="checkbox"/> Are the details provided supportive of your investigative question and conclusion statement? <input type="checkbox"/> Does your information demonstrate analysis and interpretation of the topic? <input type="checkbox"/> Does the information you have provided place your topic within the historical context? <input type="checkbox"/> Is your information supported by your sources?	<input type="checkbox"/> (30) Provides thorough and convincing support/evidence for the research including effective use of sources, facts and details, and effectively elaborated ideas. <input type="checkbox"/> (20) Provides adequate support/evidence and include evidence from sources, facts and details, and some ideas are elaborated. <input type="checkbox"/> (10) Provides uneven, cursory, or minimal support/evidence and includes little or no use of sources, facts, and details. <input type="checkbox"/> (0) The information is vague, lacks clarity or is confusing.
Conclusion Statement (30)	<input type="checkbox"/> Does your conclusion statement address your historical question? <input type="checkbox"/> Is there evidence that you have researched your topic? <input type="checkbox"/> Is there a link between your conclusion statement and your sources? <input type="checkbox"/> Does the conclusion statement demonstrate the significance of the topic in American History?	<input type="checkbox"/> (30) Effective and relevant conclusion with reference to sources and strong connections United States History. <input type="checkbox"/> (20) Adequate and relevant conclusion with reference to sources and connection to United States History. <input type="checkbox"/> (10) Attempted and weak conclusion with minimal references to sources and weak connection to United States History. <input type="checkbox"/> (0) Conclusion statement is missing or irrelevant
Project Specification (10)	<input type="checkbox"/> Have you used a tri-fold poster? <input type="checkbox"/> Did you complete the topic you were assigned? <input type="checkbox"/> Have you completed the assignment on time?	<input type="checkbox"/> (10) Meets all the specification for the project. <input type="checkbox"/> (5) Partially meet the specifications for the project. <input type="checkbox"/> (0) Does not meet project specifications.
Visual Appeal (15)	<input type="checkbox"/> Is the material clearly written? <input type="checkbox"/> Did I plan the design of my poster so that it is organized clearly for the reader? <input type="checkbox"/> Did I use an appropriate sized text? <input type="checkbox"/> Did I properly use headings, bold print and color? <input type="checkbox"/> Does the project reflect creativity?	<input type="checkbox"/> (15) Information is organized in clear and logical way. <input type="checkbox"/> (10) Most information is organized in a clear and logical way. <input type="checkbox"/> (5) Some information is organized, but there are some components missing. <input type="checkbox"/> (0) There is no clear plan for the organization of information.

Name: _____ Period: _____ Date: _____

Modern History Poster Exhibit

Using the posters gather information that will help you complete the following activities.

Activity 1: Find two posters on the same topic and complete the chart.

Topic:	Poster 1	Poster 2
Investigative Question:		
Supporting Evidence:		
Interpretation of how this impacted the United States.		

Follow –Up: Why might these two historians, investigating the same topic have different (or similar) interpretations on the impact of their event on the United States?

Activity 2: Find posters that investigate the following categories and complete the chart.

	Topic	Interpretation of how this impacted the United States.	Evidence
Politics, Presidents and Law			
Civil Unrest, Equality or Human Rights			
Sports, Entertainment and Culture			
Economics			
War			

	Topic	Interpretation of how this impacted the United States.	Evidence
	Space		
	Technology		
	Cold War		
	Health		

After viewing all the presentations, which presentation(s) did you find to be most helpful and well done in explaining the economic, political cultural social or international impact the event had on United States History? Please explain.

Which presentation do you think did not meet the criteria or failed to address their investigative question? Please explain.

Jack Roosevelt Robinson broke the color barrier in major league baseball; on April 10, 1947, Branch Rickey, president of the Brooklyn Dodgers, announced that Robinson had signed with his team. As the first African American to play in the major leagues, Jackie Robinson became the target of vicious racial abuse. Recalling his first season with the Brooklyn Dodgers in his autobiography, Robinson described how he played the best baseball he could as torrents of abuse were heaped upon him, and the entire nation focused its attention on his game. Having established a "reputation as a black man who never tolerated affronts to his dignity," he now found it in himself to resist the urge to strike back. In the ballpark, he answered the people he called "haters" with the perfect eloquence of a base hit. In 1949, his best year, Robinson was named the league's Most Valuable Player, and in 1962 he was elected to the Baseball Hall of Fame. He retired from the major leagues in 1956.



"Life is not a spectator sport. . . . If you're going to spend your whole life in the grandstand just watching what goes on, in my opinion you're escaping your life."

-- Jackie Robinson, 1964

Jackie Robinson continued to champion the cause of civil rights after he left baseball. Having captured the attention of the American public in the ballpark, he now delivered the message that racial integration in every facet of American society would enrich the nation, just as surely as it had enriched the sport of baseball. Every American President who held office between 1956 and 1972 received letters from Jackie Robinson expressing varying levels of rebuke for not going far enough to advance the cause of civil rights. Indifferent to party affiliation and unwilling to compromise, he measured a President's performance by his level of commitment to civil rights. Robinson's stand was firm and nonnegotiable. The letters reveal the passionate and, at times, combative spirit with which Robinson worked to remove the racial barriers in American society.

Compelling question:

Supporting questions:

Source: Featured Document: Jackie Robinson's Letter to President Eisenhower. (n.d.). Retrieved from http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/

Opinion: Cesar Chavez's Legacy Is Far From The Fields

By Miriam Pawel

Published March 31, 2014
Fox News Latino

The protectors of the Cesar Chavez legacy describe the legendary leader as “an ordinary man” who did extraordinary things.



Like much of the mythology that has grown around Chavez, this oversimplification does him a disservice and masks the reality. It’s a nice slogan, but in fact, Cesar Chavez was anything but ordinary. He was fanatical and visionary, driven to achieve the seemingly impossible, and endowed with the remarkable intelligence and talent to make history.

The man born 87 years ago today worked with a single-minded intensity few could ever match. For a time, that zeal produced unprecedented gains for California farmworkers. But the union he founded failed to thrive and has become irrelevant; farmworkers today know Cesar Chavez only as the name of a famous Mexican boxer. In the end, Chavez’s legacy is far from the fields, in cities across the country where his name evokes pride and his life serves as an example of what community organizing can accomplish.

Chavez’s heroic achievements deserve to be celebrated, but his failures need to be acknowledged as well. Understanding the extraordinary nature of his commitment is key to both.

“Nice guys don’t change the world,” he told a group of organizers in 1969. The one who achieved great things was the “caprichosos,” he said, struggling to find a good English translation and coming up with “hard-headed.”

Years before Chavez began organizing what would become the United Farm Workers union, he felt torn between the demands of his work and his family. He recounted many times a story about feeling conflicted over whether he should be “of service” to people or be a “servant” to people in need. He chose the latter path. “Once I made the decision, I didn’t have any more problems,” he said. “Because I wasn’t torn ... People would come first. There wouldn’t be any days off.”

Family and friends would always come second. He dropped his wife off at the hospital when she was going into labor and headed off to quell a community riven by racial tension. He missed his son’s high school graduation. He ruthlessly purged close associates when he believed they had betrayed the cause or posed a threat to his iron-clad leadership.

He avoided close friendships because they could become distractions and influence decision-making. “I don’t have any friends,” he said. “I’m single-minded, one-track minded. I came here with the idea of building a union for workers. That’s what I intend to do.”

He demanded absolute loyalty and expected people who worked for him to try to match his level of commitment – though he knew most could not. “I’m a son of a [gun] to work with,” he told a group of union volunteers. “And most of you could not work with me side by side. You could not keep up my pace. I work every day of the year. I just sleep and eat and work. I do nothing else.”

In the end, his need to control the organization he built doomed the chance of building an effective, lasting union for farmworkers. No one man – no matter how hard he worked and how brilliant – could manage a successful union with hundreds of contracts and tens of thousands of members.

To understand and learn from Chavez’s legacy, we need to appreciate and study his genius in all its multifaceted complexity. Reducing his story to slogans like “Sí se puede” fails to convey his enormous personal commitment and sacrifice, or their consequences.

In November, 1984, Chavez delivered a speech in San Francisco at the Commonwealth Club of California. The UFW was already in decline, and Chavez offered what amounted to a prescient eulogy for his own movement:

“Our union’s survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us. The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the state legislatures. I didn’t really appreciate it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen.”

Then he spoke with the foresight that helped make him a great leader, words that are as appropriate today as they were three decades ago: “We have looked into the future, and the future belongs to us.”

Miriam Pawel is the author of The Crusades of Cesar Chavez and Union of Their Dreams, widely acclaimed as the most nuanced history of Cesar Chavez’s United Farm Workers.

Identify two ways the validity of this source would be determined.

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- Cesar Chavez

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Formative Assessment

Name _____

Tiananmen Square has been the site of a number of political events and protest movements. Below are two pictures from the protests of 1989 by two different photographers.



Student leader Wang Dan addresses the crowd in Tiananmen Square.
(Photo: Mark Avery, AP)



Young Soldiers During the 1989 Protests
(Source: South China Morning Post .
<http://tinyurl.com/mrbfugl>)

Which question is **the least** helpful in understanding why these sources of the same event are different?

- A) Who was the intended viewer of the photographs?
- B) Were the photographers native to the area?
- C) When were these photographs taken?
- D) Where is Tiananmen Square?

There are two versions of what happened in Tiananmen Square in 1989. Historical accounts from American sources claim several thousand people were killed, while Chinese official reports claim that no one died on the square. How might the Chinese use these photographs to support their official reports? Explain your answer with evidence from each of the photographs.

To successfully complete this module, students must think like a historian, but that does not always come easily to students. Several resources exist that can support students as they analyze documents and develop their ability to think historically. While this is not an exhaustive list, consider using the following as you implement these modules.

In “[What Does it Mean to Think Historically?](#)” Andrews and Burke (2007) outline what they call the Five C’s of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C’s is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C’s might be implemented in authentic and meaningful ways in modern classrooms.

[Library of Congress](#): Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g. photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom.

[National Archives](#): Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources.

[SCIM-C](#): Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM-C process with three example sources.

[DBQ-Project](#): Provides a process for students to read and analyze sources as they prepare to write an essay answering a document-based question. The DBQ Project has curriculum for both middle school and high school students but could be adapted for other levels as well.

[APPARTS](#): The College Board and the Advanced Placement Program provides the acronym strategy “APPARTS” as a process for students to use while they read and analyze primary sources .

[Historical Thinking Project](#): The historical thinking project provides tools for analyzing primary sources and discusses six historical thinking concepts: historical significance, cause & consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history.

In addition, there is a wealth of books written with the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). *Teaching and learning history in elementary schools*. New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools*. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). *The big six historical thinking concepts*. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and*

high school history classrooms. New York, NY: Teachers College.