

### Understanding Primary Sources

**What is it?** (Letter, diary, speech, drawing, newspaper article, etc.)

Announcement

**Who made it?**

Thomas Jefferson

**When was it created?**

July 4, 1776

**Where was it made?**

Philadelphia PA

**Why was it created?**

To let the world know that the colonies were now an independent country.

**What does it say or show?** (Summarize in a few sentences in your own words)

All people have rights such as life, freedom, and the ability to chase their dreams. King George abused the American colonists' rights many times. Now the colonists are declaring their freedom and are a new country, the United States of America.

**Questions/Comments:**

I am thankful for freedom and am always stirred by reading the Declaration!

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**Questions/Comments:**

## Complex text: An Editorial about Freedom of Speech

### Letter

June 15, 1943

To the Editor:

Students and teachers across this land say the pledge of allegiance each day to honor a republic committed to liberty and justice for all. That commitment was reaffirmed yesterday by the Supreme Court's ruling in *West Virginia State Board of Education v. Barnette*. The ruling struck down as unconstitutional West Virginia's directive that schoolchildren must daily salute the flag while reciting the pledge of allegiance or face expulsion. The Barnettes challenged the compulsory salute and pledge because it conflicts with their religious beliefs as Jehovah's Witnesses. Even so, the Court did not make its ruling based on freedom of religion. Instead, the decision was based, in large part, on freedom of speech.

Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is certainly such a right. Yesterday's ruling not only affirmed the freedom of speech but expanded it to include the right not to speak. The Court has made clear that the government cannot force people to say things they do not believe.

As our nation fights a worldwide war, it is natural to seek the reassurance that comes from a shared sense of patriotism. As a society, we have looked to our public schools to help develop a love of a country in our young people. But do we want patriotism that is "demonstrated" by government-mandated expressions of allegiance by students (or any citizen)? Of course we do not!

We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens. Yesterday's ruling helps ensure that that is the type of nation in which we and our children will live!

Amelia Parsons

Wheeling, West Virginia

### Tier 2 and 3 vocabulary exercise

*Speech In this excerpt from his August 9, 1974 speech on becoming President, former Vice President Gerald R. Ford addresses the country after becoming the first unelected President of the United States when he took office after Richard Nixon resigned during the Watergate scandal.*

The oath that I have taken is the same oath that was taken by George Washington and by every President under the Constitution. But I assume the Presidency under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hurts our hearts.

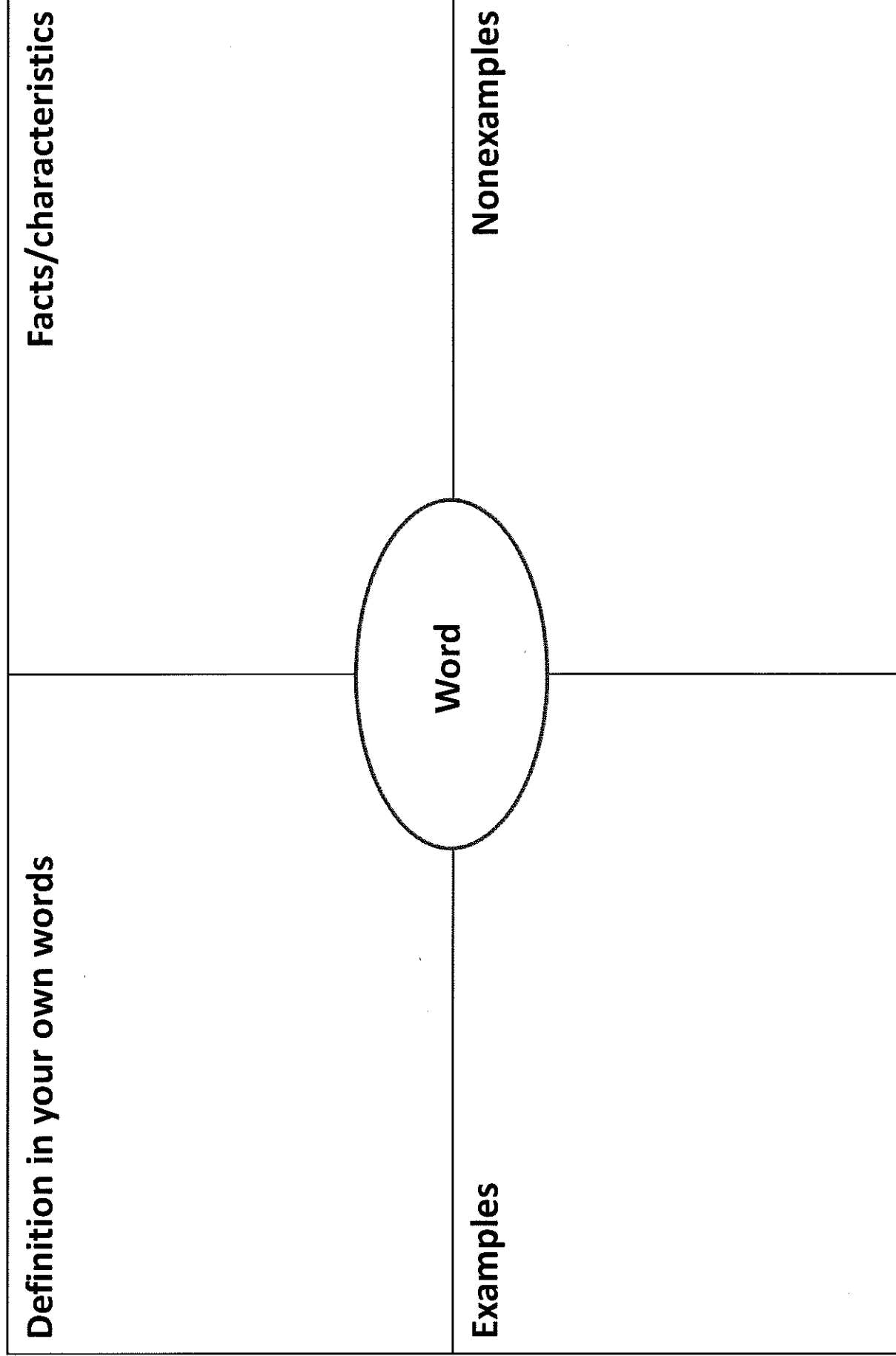
I am acutely aware that you have not elected me as your President by your ballots, and so I ask you to confirm me as your President with your prayers . . . . . If you have not chosen me by secret ballot, neither have I gained office by any secret promises. I have not campaigned either for the Presidency or the Vice Presidency. I have not subscribed to any partisan platform. I am indebted to no man, and only to one woman—my dear wife—as I begin this very difficult job.

I have not sought this enormous responsibility, but I will not shirk it. Those who nominated and confirmed me as Vice President were my friends and are my friends. They were of both parties, elected by all the people and acting under the Constitution in their name. It is only fitting then that I should pledge to them and to you that I will be the President of all the people.

Our Constitution works; our great Republic is a government of laws and not of men. Here the people rule

. . . . .I now solemnly reaffirm my promise I made to you last December 6: to uphold the Constitution, to do what is right as God gives me to see the right, and to do the very best I can for America.

# Frayer Model



## A Close Reading Strategy

### 1. Introduction

Provide some context (background) for the text. The instructor reads the text aloud. The students read the text independently.

### 2. Number the paragraphs

Number each paragraph in the left hand margin. This will help locate information.

### 3. Chunk: 1-3 / 4 / 5-6 / 7-8

Chunking breaks a large, overwhelming text into manageable sections. Look where natural breaks are where the author shifts focus. Tell students where to group at first (as in the example above) and then allow them to group on their own over time.

### 4. Circle key terms

Have students circle key words in the text. Key words could be:

Words that are repeated throughout the text - if you only circle 5 key words in a text, you should have a good idea what the reading is about.

### 5. Underline the claims

Instead of asking students to underline "the important stuff," have them underline the author's claims, the specific belief statements the author makes. Authors usually make several belief statements in a paper.

### 6. Left Margin: Summarize

In the left margin, have students summarize each chunk (step 3) in 10 words or less.

### 7. Right Margin: Text Marking

In the right margin, have students do some text marking such as:

✓ – I knew this before

! – This is new to me

? – Not sure what this means

# Close Reading Strategy Practice

1. Number the paragraphs	4. Underline claims
2. Chunk paragraphs: 1 / 2 / 3	5. Left margin: Summarize
3. Circle key words	6. Right margin: Text marking

## The Atomic Bombing of Japan in August 1945

It was very necessary to drop the atomic bomb on Japan to end World War II. During the Pacific island hopping military campaigns leading up to August 1945, the Japanese demonstrated time and again near fanatical resistance. They typically refused to surrender. On Saipan the Japanese committed mass suicide instead of giving up. During the battle for Okinawa they unleashed kamikaze attacks, suicide missions where planes loaded with fuel attempted to crash into American ships. In defending their home islands, their resistance would even be greater. Japan's military leadership was planning an all-out fight against the invasion of their home islands including 3500 kamikaze attacks and 5000 suicide boats. While the Japanese lacked supplies, they still had an army of 2.3 million troops prepared to defend to defend their homeland. The government was also arming civilians; even young children were given sharpened bamboo sticks and being trained in how to kill.

Some argue that it would have been better to offer a demonstration of the atomic bomb's power to Japanese officials instead of dropping it on civilians. At the time, the United States had only two atomic bombs ready with a third scheduled for completion in late August. Using one on a test was risky. What if the test failed? What if the Japanese walked away from the test more determined to fight on than ever? Developing additional atomic weapons would take months more of effort prolonging the long and bloody war and leading to many more people being killed.

While there were over 200,000 casualties in Hiroshima and Nagasaki, continuing the war would have brought many more. Military leaders estimated that at least 250,000 to 1 million American soldiers would have been killed and tens of millions of Japanese during an invasion. Five hundred thousand Purple Heart medals, those given to wounded soldiers, were manufactured in advance of the invasion.

Some argue that using atomic weapons was a war crime. War crimes are violations of the international rules of warfare and include such things as murder and deporting civilians to slave labor camps. The atomic bomb attacks did none of these things and helped end the war more quickly. After all, isn't allowing a devastating war that kills thousands of people daily to continue the ultimate war crime?

Finally, using the atomic bomb fully demonstrated the terrifying horror of this new weapon for the whole world to see. An atomic weapon has not been used in war since August 1945. Even though nations have developed stockpiles of these weapons, they have never been used. With the demonstration of nuclear weapons in 1945, have we prevented a nuclear World War III from occurring?

*Video Used for Context: Truman's Ultimatum Regarding Hiroshima (YouTube)*

**Bottom Line: Students must read like a detective!**

## Inquiry Design Model (IDM) Blueprint™

<b>Compelling Question</b>			
Standards and Practices			
Staging the Question			
	<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
	<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<b>Summative Performance Task</b>	<b>Argument</b>		
	<b>Extension</b>		
<b>Taking Informed Action</b>			



Inquiry Design Model (IDM) -- At a Glance™

<b>Compelling Question</b>	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students <i>and</i> the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>		
<b>Standards and Practices</b>	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>		
<b>Staging the Question</b>	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>			
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>			
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i>			
<b>Summative Performance Task</b>	<b>Argument</b>	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>	
	<b>Extension</b>	An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i>	
<b>Taking Informed Action</b>	The three activities described in this space represent a logic that asks students to a) <i>understand</i> the issues evident from the inquiry in a larger and/or current context, b) <i>assess</i> the relevance and impact of the issues, and c) <i>act</i> in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>		

## Learning Stations

What resource or artifact is at this station?	
Details (context): <ul style="list-style-type: none"><li>• Who produced it?</li><li>• When was it created?</li><li>• What was the purpose or audience?</li></ul>	
What information did you learn from this resource/artifact?	
What questions do you have about it?	
After viewing all the sources from each station, use the evidence you collected write what you learned about this topic or theme.	