

“Using Primary Sources to Engage in Inquiry: From Theory to Practice”

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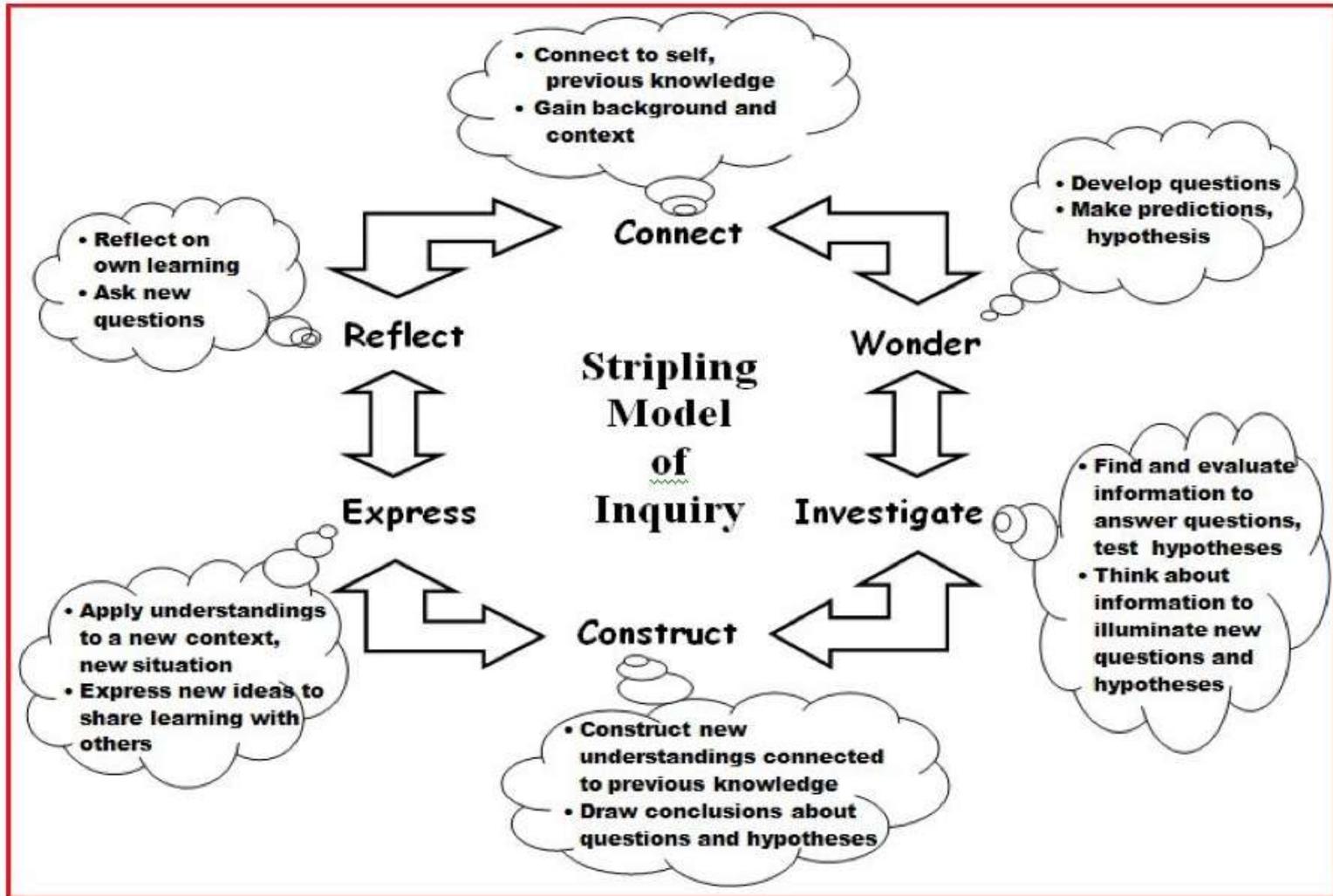
Agenda

- Introductions & Overview
- Historical Inquiry: Theory
- Historical Inquiry: Practice
 - SCIM-C
- Historical Ephemera:
 - What is it?
 - What can we do with it?
 - Where do we find it?

Historical Inquiry

- The process of asking meaningful questions, finding information, drawing conclusions, and reflecting on possible solutions is known as inquiry... To get more from history than preparation for a game show, students must take part in disciplined inquiry, not just repeat isolated trivia... This means that students have to learn what it is to ask and answer historical questions- how to find information, how to evaluate sources, how to reconcile conflicting accounts, how to create an interpretive account. And students certainly must learn what the authentic application of historical knowledge looks like.
 - Levstik & Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (2nd ed.) p. 14.

Historical Inquiry



Historical Inquiry

- Teaching for Evidentiary Warrant:
 - “Consider what good historical thinkers can do... they are informed, educated thoughtful, critical readers, who appreciate investigative enterprises, know good arguments when they hear them, and who engage their world with a host of strategies for understanding it... Thomas Jefferson could hardly have wanted better citizens than these thinkers” (Van Sledright, 2004, p. 222-223).

Historical Inquiry

- Teaching for Evidentiary Warrant
 - “The concept of *evidence* is central to history because it is only through the use of evidence that history becomes possible.” (Lee, 2005, p.54).
 - “Once students begin to operate with a concept of evidence as something inferential and see eyewitnesses not as handing down history but as providing evidence, history can resume once again; it becomes intelligible, even a powerful, way of thinking about the past.” (Lee, 2005 p. 36-37)

Why teach historical inquiry?

- To teach students 21st century skills/literacies including the abilities to
 - think creatively;
 - think critically;
 - reason effectively;
 - make thoughtful judgments and decisions;
 - problem-solve.

SCIM-C: A Scaffold for Historical Inquiry

The five phases and analyzing questions of the SCIM-C strategy for historical inquiry

Examining single source. Squeezing it / ringing it out.

Summarizing- Facts/ Details/ Observation. Go obvious- What do you see, read and hear?

1. What type of historical document is the source? (goes to primary/secondary/ record or relic)
2. What specific information, details, and/or perspectives does the source provide?
3. What are the subject and purpose of the source? (goes to intention)
4. What are the author and audience of the source?

Contextualizing- Placing the source in time and space- It comes from the past.

1. When and where was the source produced?
2. Why was the source produced? (goes to intention)
3. What was happening within the immediate and broader context at the time the source was produced? (goes to context)
4. What summarizing information can place the source in time and space?

Inferring- What is suggested? Making educated guesses and ideas.

1. What is suggested by the source?
2. What interpretations may be drawn from the source?
3. What perspectives are indicated in the source?
4. What inferences may be drawn from absences or omissions in the source?

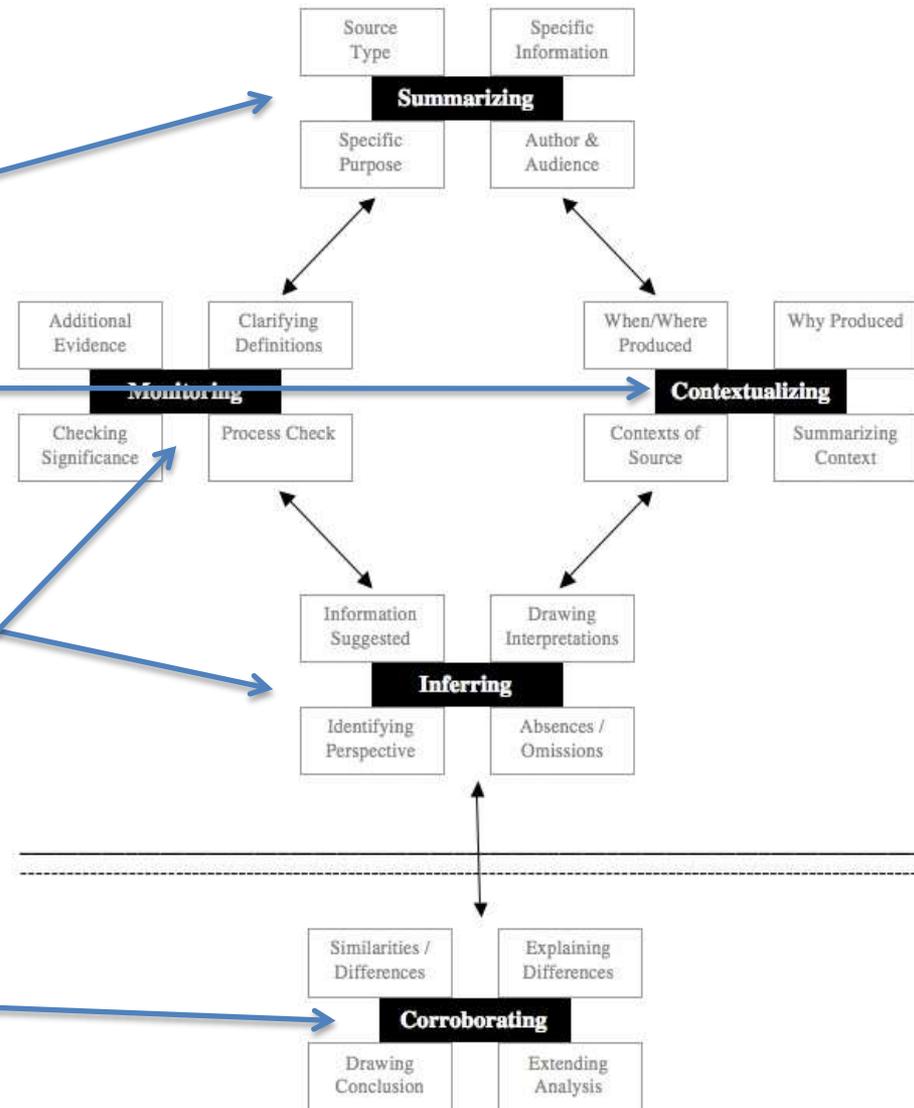
Monitoring- What is the question again? have I lingered with the source- squeezed it?

1. What additional evidence beyond the source is necessary?
2. What ideas, images, or terms need further defining from the source?
3. How useful or significant is the source for its intended purpose in answering the historical question?
4. What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

Across the sources in order to answer the historical question and create an account

Corroborating- What can I write- what do the charts tell me? What do I know now.

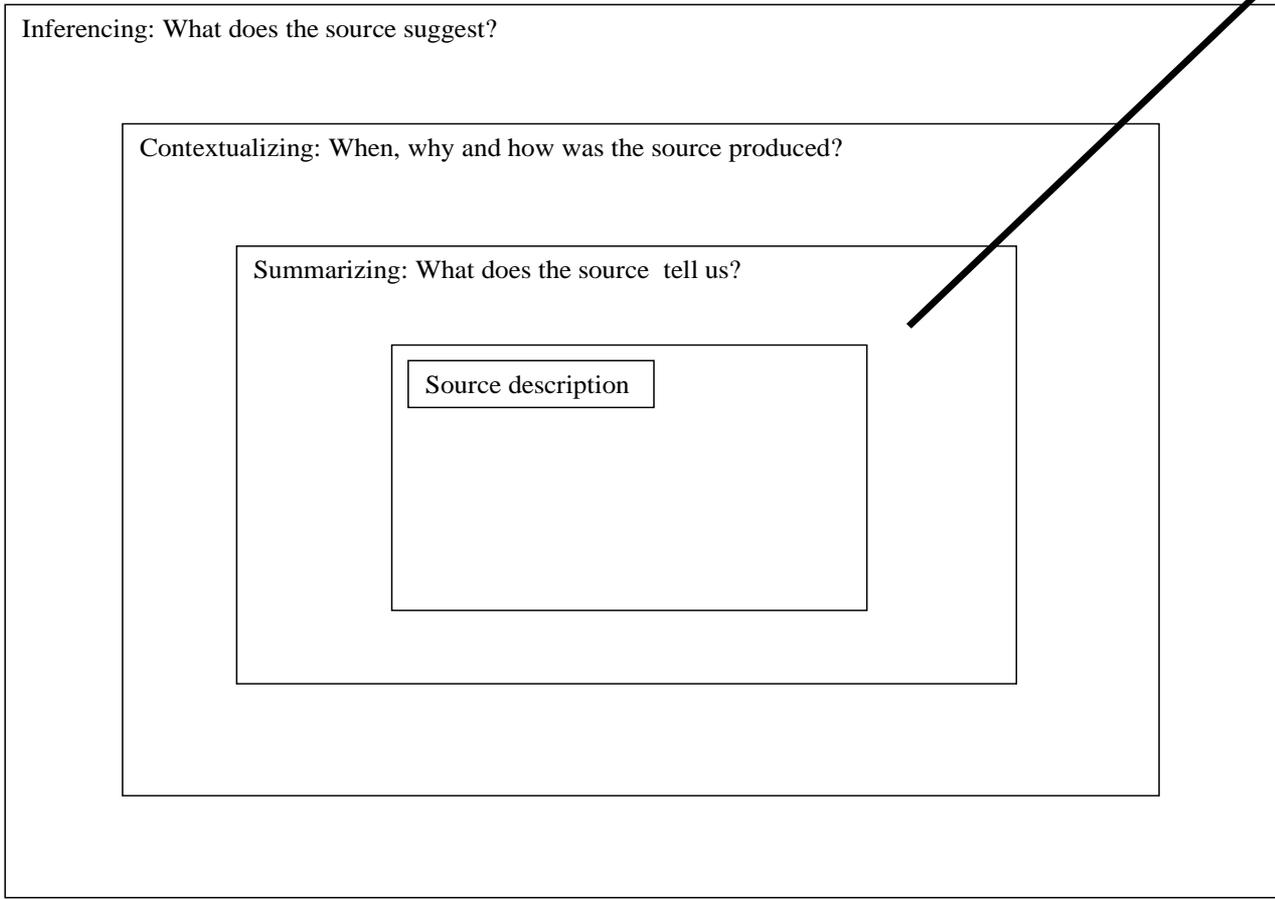
1. What similarities and differences exist between the sources?
2. What factors could account for the similarities and differences?
3. What conclusions can be drawn from the accumulated interpretations?
4. What additional information or sources are necessary to answer more fully the guiding historical questions?



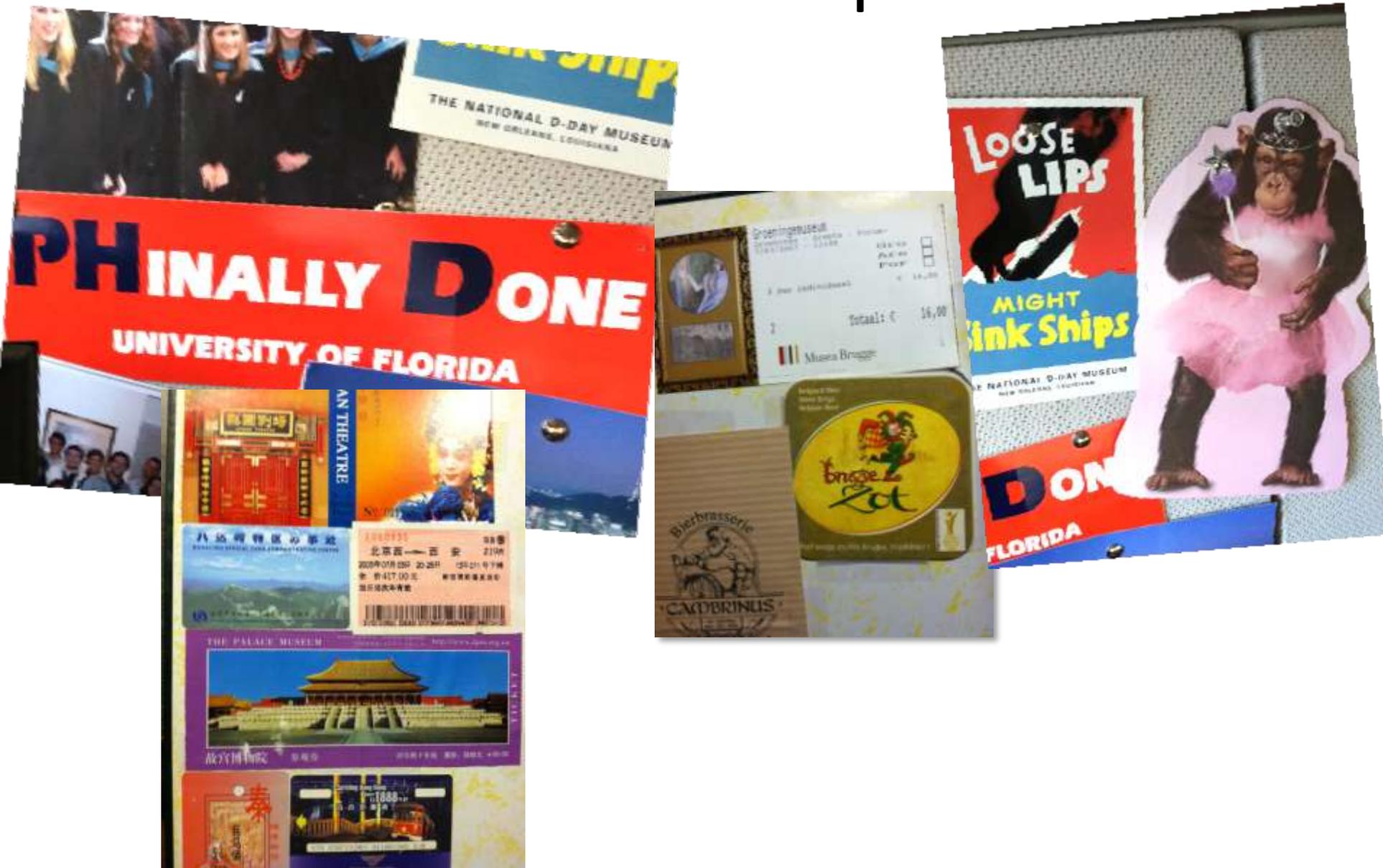
Question:

?

Monitoring/Questioning: What else would I like to find out?
What questions do I now need to ask?



What is Historical Ephemera?



What is Historical Ephemera?

Ephemera from the [Library of Congress American Time Capsule](#)

A. LINCOLN,
Attorney and Counselor at Law
SPRINGFIELD, - - ILLINOIS.

TO WHOM IT MAY CONCERN.

My old customers, and others, are no doubt aware of the terrible time I have had in CROSSING THE STREAM, and will be glad to know that I will be back, on the same side from which I started, on or before the FOURTH OF MARCH NEXT, when I will be ready to SWAP HORSES, DISPENSE LAW, MAKE JOKES, SPLIT RAILS, and perform other matters in a SMALL way.

This is one of the first issue of the Penna R.R.'s air passenger service

**INFORMATION
MAYOR**

the members of the Reg-
Special Police Officers
me to KILL any and all
Looting or in the Com-
me.

Gas and Electric Light-
Gas or Electricity until

I order them to do so. You may therefore expect the city to remain in darkness for an indefinite time.

I request all citizens to remain at home from darkness until daylight every night until order is restored.

I WARN all Citizens of the danger of fire from Damaged or Destroyed Chimneys, Broken or Leaking Gas Pipes or Fixtures, or any like cause.

E. E. SCHMITZ, Mayor
Dated, April 14, 1906.

ALVATER PRINT. CO. MISSION AND 812 ST.

Passenger Service
via
PENNSYLVANIA RAILROAD
in connection with
Passenger Service
and Minneapolis - St. Paul

September 1, 1928

NORTHWEST AIRWAYS, Inc.
and
PACIFIC AIR TRANSPORT, Inc.
in connection with the
PENNSYLVANIA RAILROAD

W. CONNER,
Passenger Traffic Manager,
Pittsburgh, Pa.

JAS. P. ANDERSON,
Passenger Traffic Manager,
Chicago, Ill.

Historical Ephemera

- “Transitory materials from the past that were intended to have a one-time or temporary use (photos, newspapers, magazines, ticket stubs, report cards, letters, postcards, or any items that evoke memories).”
- How can historical ephemera be used to teach history?

Teaching With Ephemera

ideas adapted from <http://teachinghistory.org/teaching-materials/teaching-guides/25028>

- **Introducing Ephemera as Historical Evidence:**
 - Teacher and students bring in examples of ephemera;
 - Students collaboratively construct a definition of “ephemera”.
 - Provide students with folders of documents (ephemera/not ephemera). Ask them to sort into ephemera/not ephemera piles and to justify their sorting.
 - Students analyze their own ephemera using **SCIM-C**

Teaching with Ephemera



CONGRESSIONAL UNION FOR WOMAN SUFFRAGE

Mass Meeting

BELASCO THEATRE
Sunday, December 12
3:30 P. M.

SPEAKERS
Mrs. Sara Bass Field, Oregon
Miss Frances Jullife, California

ENVOYS OF WOMEN VOTERS
Senator George Sutherland, Utah
Representative Frank W. Mondell, Wyoming
Miss Maud Younger, California
Mrs. O. H. P. Belmont, New York
Chairman, Mrs. Margaret Zane Cherdron, Utah

TICKETS 25c, 50c, 75c, \$1, \$1.25, \$1.50
1420 F Street N. W.



PAGEANT
Susan B. Anthony
HAZEL MANNING
Convention Hall, New York Avenue
Monday, December 13
P. M.

MUSIC CHORUS
400 PARTICIPANTS

TICKETS 25c, 50c, 75c, \$1.00, \$1.50, \$2.00

CONGRESSIONAL UNION FOR WOMAN SUFFRAGE
1420 F Street N. W.

Congressional Union for Woman Suffrage
WELCOME TO ENVOYS OF WOMAN VOTERS

I expect to be one of the escort to welcome the envoys of the Woman Voters to Washington, December 6.

Name.....
Address.....
Occupation.....

Members of Escort will meet 11.30 a. m., December 6, Stanton Square, Fourth Street and Maryland Avenue NE., Washington, D. C., and conduct envoys to Capitol, central portico, east front, where they will be received by members of Senate and House at 12.30. They will then proceed to White House where envoys will be received by President at 2 p.m.

Fill out this form and mail to
MISS EMMA WALDO, *Chairman*, Registration Committee,
Congressional Union Headquarters: 1420 F St., Washington, D. C.

Teaching with Ephemera

- What can we learn about the women's suffrage movement—in terms of tactics, arguments for and against women's suffrage—from historical ephemera?

Teaching With Ephemera: Activity

- **Analyzing Ephemera:**
 1. In your groups, please look through your folder;
 2. Choose ONE piece of ephemera that would work well with your students;
 3. Analyze this piece of ephemera using SCIM-C.

Discussion

- Which piece of ephemera did you decide to analyze? Why?
- How does using SCIM-C help teach historical inquiry? 21st century skills?
- What could you assign as a follow-up activity?

Other Approaches

- Introduce a Topic
 - Visual Discovery
- Processing/Follow-Up Activity
 - Have students create ephemera that reflects a particular time period (see packet)
<http://teachinghistory.org/teaching-materials/teaching-guides/25028>
- Processing/Follow-Up Activity
 - What is happening/will happen to ephemera in the digital age?

Where I can I find more
ephemera?

[The Library of Congress](#)

An American Time Capsule

Three Centuries of Broad­sides and other Printed Ephemera

[Rare Book and Special Collections Division, Library of Congress](#)

[Search](#) by Keywords | [Browse](#) by [Author](#) | [Title](#) | [Genre](#) | [Geographic Location of Printing](#)

The Printed Ephemera collection at the Library of Congress is a rich repository of Americana. In total, the collection comprises 28,000 primary-source items dating from the seventeenth century to the present and encompasses key events and eras in American history. An American Time Capsule, the online presentation of the Printed Ephemera collection, comprises 17,000 of the 28,000 physical items. More are scheduled to be digitized in the future. While the broadside format represents the bulk of the collection, there are a significant number of leaflets and some pamphlets. Rich in variety, the collection includes proclamations, advertisements, blank forms, programs, election tickets, catalogs, clippings, timetables, and menus. They capture the everyday activities of ordinary people who participated in the events of nation-building and experienced the growth of the nation from the American Revolution through the Industrial Revolution up to present day. A future final release will include thousands of oversize items in the collection.

The mission of the Library of Congress is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations. The goal of the Library's National Digital Library Program is to offer broad public access to a wide range of historical and cultural documents as a contribution to education and lifelong learning.

The Library of Congress presents these documents as part of the record of the past. These primary historical documents reflect the attitudes, perspectives, and beliefs of different times. The Library of Congress does not endorse the views expressed in these collections, which may contain materials offensive to some readers.

Special Presentation:

[Introduction to Printed Ephemera Collection](#)

Understanding the Collection

[About the Collection](#)

[Glossary](#)

[Book Order and Folding Diagrams](#)

Working with the Collection

How to View: [Images](#) | [Text](#)

[How to Order Reproductions](#)

[Building the Digital Collection](#)

Review

- Historical Inquiry, 21st Century Skills
- SCIM-C and Scaffolding
- Historical Ephemera
 - What it is...
 - What we can do with it...
 - How we can teach with it...
- Resources