

Primary Source Analysis and Historical Thinking Skills

Teaching with Primary Sources – MTSU
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The Basics to Primary Source Analysis

- Goals of analysis
 - Provide students with a better understanding of the past and the complexities of history
 - Higher-order thinking skills
 - Critical thinking skills



Homes of the poor [1883]

Analysis as Part of Inquiry



Analysis as Part of Inquiry

- What do you see?
- What do you know?
- What do you wonder?



Life on the Lower East Side, cor. Pitt and Rivington Streets, North N.Y. [c.1915 April 25]

TEACHERS GUIDE ANALYZING PHOTOGRAPHS & PRINTS

OBJECTIVE
Have students identify and note details.

REFLECT
Encourage students to generate and test hypotheses about the image.

QUESTIONS
Have students ask questions to lead to more observations and reflections.

Key Ideas and Details (con't)
Make logical inferences. Support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development.

Integration of Knowledge and Ideas (con't)
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
Interpret words and phrases as they are used in text. Analyze how specific word choices shape meaning or tone. Analyze the structure of texts. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas (con't)
Integrate and evaluate content presented in diverse formats. Debate and evaluate the argument and specific claims. Analyze how two or more texts address similar themes to build knowledge or to compare the approaches the authors take.

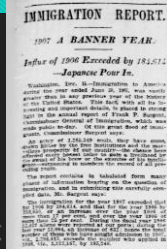
Analysis Builds Common Core Skills

EVIDENCE	SUMMARY	SUPPORTING DETAILS	INFERENCE	MAIN IDEA
SEQUENCE	AUTHOR'S PURPOSE	VOCABULARY	POINT OF VIEW	ARGUMENT & SUPPORT
TEXT COMPLEXITY	DIVERSE FORMATS	TEXT STRUCTURE	MULTIPLE SOURCES	CHANGE OVER TIME

Digging Deeper – Historical Thinking Skills

- Enable students to interpret, analyze and use information about past events
- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-Making

New-York Tribune, December 16, 1907,
Page 3, Image 3.



Analysis Geared to Historical Thinking Skills

- H - Historical Context
- I - Intended Audience
- P - Point of View
- P - Purpose
- O - Outside Information

Historical Context

- Connecting a document to specific historical events, circumstances of time and place, and/or broader ideas.
- When/where was the source created?
- What was going on when the author wrote this document?
- How does this help you better understand the document?

Intended Audience

- Identify the person or the group the author expects to inform or influence.
- Does the audience affect the tone or content?

Point of View

- What is the author's relationship to the event?
- How does this affect the author's understanding of that event?
- How reliable is the author?

Point of View cont.

- Factors that might impact the source:
 - Gender
 - Age
 - Ethnicity
 - Social status
 - Economic status
 - Religious beliefs
 - Political beliefs
 - Position (job)

Purpose

- Why did the author write the document at this time?
 - To inform
 - To persuade
 - To entertain
 - To influence
 - To record
 - Argument/authors thesis

Outside Information

- What historical information can you get from the document? (outside info)
 - Not specifically stated in the document, must be connected
 - May support or refute the info in the document
- How does the document help you make your argument? (Inferences)

Immigration Report : 1907 A Banner Year

From *New-York Tribune*, December 16, 1907
About *the New-York Tribune*

still are coming into the country by stealth. Referring to the immigration figures from the various countries, Commissioner Sargent says the table "furnishes a striking illustration of the fact that the time has arrived when if people are dissatisfied with existing political, economic and social conditions in one country, they will find the means by which to desert their former home and settle where a fair chance is afforded them. Its chief interest to the people of the United States consists in the question that must arise in the mind of any person examining the figures as to whether or not our ability as a race to absorb foreign elements is not on the verge, at least, of being overtaxed."

The financial condition of admitted aliens is always an interesting subject. Of those admitted \$73,822 had less than \$50 each in their possession, while 107,582 were able to show amounts in excess of that sum. The total amount of money brought into the country by arriving aliens was \$2,509,650, or an average of almost \$29 a person.

Of the 13,064 aliens who were turned back during the year 1,424 were contract laborers, but the number of contract laborers deported during the last year was 23 per cent less than in the preceding year.

Other Resources for Historical Thinking:

- [Historical Thinking Volume I](#)
- [Historical Thinking Volume II](#)
- [Historical Thinking Volume III](#)

TEACHING WITH PICTURES SUBJECTS—HITHE
Lesson Plan, Investigation: A Case Study on Multiple Perspectives and Historical Evidence



Objectives

- Analyze primary sources, a newspaper, and secondary sources to understand the historical context of immigration in the United States.
- Analyze the role of the press in shaping public opinion and policy.
- Analyze the role of the press in shaping public opinion and policy.

Standards

- Analyze the role of the press in shaping public opinion and policy.
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Activities

- Analyze the role of the press in shaping public opinion and policy.
- Analyze the role of the press in shaping public opinion and policy.