

History Standard Two: Analysis

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Kimberley C. Statham
Delaware Department of Education
Social Studies Teacher-in-Residence

3 key points

- Remember, for all social studies standards:
 - Standard 1 acts as the foundation for the other three standards
 - Scaffolding takes place for development of grade cluster expectations
 - Don't read the benchmarks outside of the umbrella of the standard – The two belong together which a lot of people forget!



History Standard Two: Analysis

- Students will gather, examine, and analyze historical data.
 - So what does that mean?
 - What is historical data and how do I find it?
 - Are we attempting to train professional historians? How does this fit into the big picture?



History Standard Two: Analysis

- Enduring Understandings
 - Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
 - Critical investigation demands constant reassessment of one's research strategies.
 - A historian must prove where the information can be found. It the basis for historical conclusions.

History Standard Two: Analysis

- Essential Questions

- K-3: What can I learn about the past from studying artifacts and documents? What can't I learn?
- 4-5a: How do artifacts and documents influence how history is written? Which historical source is best?
- 4-5b: How should historical sources be used to look for change?
- 6-8: Is this source credible? How do I know? What questions should I ask before I use this source? After I use it?
- 9-12: What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read? Does differing between fact and interpretation matter?

H-2: Long term Implications

- History Standard Two: “When this standard is mastered, a student is ready to apply it in his/her daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion.”

(Social Studies Clarification Document, page 16)



H-2 “Lingo”

- Artifact: a thing, any thing, made by human hands
- Interpretation: historical conclusions likely to be challenged by different historians asking different questions or finding different sources
- Primary Source: a piece of physical evidence from a time period or an event; also called material culture by historians
- Secondary Source: something that someone has put together from primary sources to tell a story
- Tertiary Source: a general book, like a textbook, put together after consulting both primary and secondary sources or after just using secondary sources

H-2: What instructional strategies lead to the level of thinking and depth of knowledge?

- Gathering Information – Inquiry/Questioning Skills
- Extending & Refining – Historical Research Skills with Interpretation
- Application – Real Life Purpose



Gathering Information



- Graphic Organizer:
- Please complete the History Standards Two chart. Our goal is developing a better understanding of this standard across grade clusters.

How do expectations of the standards change? Development of Understanding K-12

- K-3: use artifacts & documents to gather information about the past
- 4-5: (a.) identify artifacts & documents as primary or secondary sources of historical data from which historical accounts are constructed (b.) examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time
- 6-8: (a.) master the basic research skills necessary to conduct an independent investigation of historical phenomena (b.) examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed
- 9-12: (a.) develop and implement effective research strategies for investigating a given historical topic (b.) examine & analyze primary and secondary sources in order to differentiate between historical facts and historical interpretation

Gathering Information

- Check for Understanding:
 - How could a learning community develop a stronger relationship between the grade clusters?



Extending & Refining

- We are now going to do a little practice working with primary & secondary sources within grade clusters! Use your Clarifications supplement.
 - Is this a primary or secondary source?
 - What can I learn about the past from studying this artifact or document? What can't I learn?
 - How could this artifact or document influence how history is written? What other artifact or document might I want to locate to understand change over time?
 - Is this source credible? How do I know? What questions should I ask before I use this source? After I use it?

Extending & Refining



- Check for Understanding:
 - What is a primary vs. a secondary source?
 - Why is it important for teachers to have experience themselves working with primary source materials?

Applications:

How do we check for understanding?

- Each grade cluster will now examine a potential application for History Standard Two. In each the students are required to transfer the mastered research skills into a new or different situation.
 - K-3: Delaware Archaeology Month
 - 4-5: Delaware Day
 - 6-8: National History Day
 - 9-12: National History Day



Applications



- Check for understanding:
 - How could learning communities contribute to the success of school wide participation in Archaeology Month, Delaware Day, or National History Day programs?