

# Uncovering the Past: Analyzing Primary Sources

## TEACHER'S GUIDE

Developing the knowledge and skills necessary to be active participants in the analysis and interpretation of history is a learning goal in schools across Canada. *Uncovering the Past* supports this initiative by examining history through the lenses of primary and secondary source materials. Each book examines an important event, movement, or time in history, providing historical evidence through primary and secondary sources and prompting readers to engage with the sources to ask questions and draw their own conclusions. The *Uncovering the Past* Teacher's Guide is packed with inquiry-based lessons that develop the critical-thinking skills students need to understand source materials, analyze them to gather evidence, and interpret multiple perspectives about the past.

The inquiry-based and multimodal lesson plans in this guide are tailored for grades 5 to 8, and are focused on developing the critical-thinking skills needed to analyze and draw conclusions about sources from different perspectives and in different mediums. Students will learn how to gather and organize a variety of primary and secondary sources, and analyze them to identify such details as audience, perspective, bias, and purpose—then assessing the strength and credibility of the sources based on these details. They will also understand how sources are used in the historical inquiry process. Lessons focused on perspective support a big-picture view of history, and help students learn how primary and secondary sources can represent the voices of culturally diverse peoples, while critically considering how their perspectives fit into and challenge our knowledge of Canadian history.

Although each lesson plan in this guide is designed to stand alone, the lessons follow a sequential order that works to scaffold understanding, and can be taught as such. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Uncovering the Past* include:

**The Battle of the Alamo**

**Black Tuesday and the Great Depression**

**Civil Rights**

**The Civil War**

**The Cold War and the Cuban Missile Crisis**

**The Displacement of Native Peoples**

**Gold Rushes**

**The Holocaust**

**Immigration**

**Internment Camps**

**LGBTQ Rights**

**McCarthyism and the Red Scare**

**Nuclear Weapons and the Arms Race**

**Search for the Northwest Passage**

**The Space Race**

**Transcontinental Railroads**

**The Underground Railroad**

**The War of 1812**

**Women's Suffrage**

**Workers' Rights**



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# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Getting to Know Source Material	1 class period*	Author Evidence Native peoples Primary Secondary Source types: article, recording, diary, letter, cartoon, map, law, photograph
Source Analysis Guideline	1 class period	Audience Author/Creator Bias Context Date Food distribution line Great Depression Photograph Point of view Purpose
A Student in 2018	2 class periods	Credible Historian Inform Persuade
Getting to Know Perspective	1-2 class periods	Autobiography Bias Perspective Slavery Underground Railroad
Many Sources, Many Perspectives	2-3 class periods	Chinese laborers CPR Graphic organizer Homesteader Indigenous peoples Summarize Stakeholders Transcontinental railway
Curating Source Materials	3-5 class periods	Collection References Research
Making a Historical Inquiry	3-5 class periods	Argument Claims Evidence Historical inquiry Internment Internment camps Investigate Japanese Canadians Questions Support World War II

\* 1 class period = 40-60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## Getting to Know Primary and Secondary Sources

### Curriculum Correlations

#### Ontario History

Grade 5. A. Heritage and Identity: First Nations and Europeans in New France and Early Canada  
A2.2

#### Ontario Language Arts

Grades 5-8. Oral Communication,  
Overall Expectations 1, 2  
Grades 5-8. Reading,  
Overall Expectation 1

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.9

#### C3 Framework

History: Historical Sources and Evidence, D2.His.9.6-8.

### Materials

- *Displacement of Native Peoples (Uncovering the Past)*—pages 8-9, 17, 18-19, 23, 25, 36
- Chart paper
- Markers, pens, or pencils
- Whiteboard or chalkboard
- *Getting to Know Primary and Secondary Sources Worksheet*
- *Getting to Know Primary and Secondary Sources Exit cards*

### Setting the Stage

Facilitate class discussion on primary and secondary sources. Can read or review the first two chapters of any book in the *Uncovering the Past* series for context.

- Use prompts such as:
  - ▶ What is history? How do we know about it?
  - ▶ Where do history books or history teachers get their information?
- Take-away concepts:
  - ▶ We learn about the past by looking at sources. Sources are pieces of evidence that teach us about the past.
  - ▶ There are two types of sources: primary and secondary.

Use “Think, Pair, Share” method to have students come up with answers to the following questions:

- What is a primary source?
- What is a secondary source?

Share answers and create a class definition of primary and secondary sources. Write definitions on anchor chart for future reference. Example definitions:

- **A primary source is a piece of evidence that has been preserved and handed down from the past. A primary source was created by someone who witnessed the event.**
- **A secondary source is one person’s description or interpretation of a historical event or era. A secondary source is created by a person who did not witness or participate in the event or era.**

### Objectives

Students will:

- Define and give examples of primary and secondary sources.

## Activity

Divide the students in groups and give each group two sheets of chart paper and markers. Students should write “primary” on one sheet and “secondary” on the other, then brainstorm as many examples as they can of each type of source in 10 minutes. They can use books in the Uncovering the Past series as examples.

Class discussion: Types of sources. Students might mention:

- Primary sources
  - ▶ Written sources created at the time, such as newspaper or magazine articles, letters, diaries, laws, treaties
  - ▶ Visual sources taken or created at the time, such as photographs, drawings, paintings, cartoons, videos
  - ▶ Artifacts or objects from the time, such as clothing, cooking tools, inventions
  - ▶ Statistics collected at the time, such as census data or weather records
- Secondary sources
  - ▶ Textbooks, journal articles, or books about history
  - ▶ Reviews of art, such as paintings and films
  - ▶ Visual sources such as paintings, drawings, and maps made after the event
  - ▶ Websites
  - ▶ Newspaper or magazine articles written about the past

Paste list of source examples at front of room for reference.

Pass *Getting to Know Primary and Secondary Sources Worksheet* to students. Groups should classify each source as primary or secondary, based on the definitions created in class and the examples shared by classmates.

## Wrap-Up

Review the worksheet. Discuss how students classified each source and why, referring back to the definitions on anchor chart. Then, using *Displacement of Native Peoples* book, show each source to students and explain why they are classified as primary or secondary.

Pass out *Getting to Know Primary and Secondary Sources Exit Card*. Ask students to hand in the exit cards at the end of the lesson.

## Extensions

- ▶ Invite students to conduct their own research to find specific examples of primary and secondary sources.
- ▶ Provide small groups or pairs of students with source material and have them deconstruct the source to classify it as either primary or secondary. Students can present their conclusion to the class and support it with evidence.

## Assessment

Assess exit cards for understanding of primary and secondary sources. Assess student understanding during lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting to Know Primary and Secondary Sources Worksheet

With your group, classify each source as primary or secondary, and explain your choice.

Source	Primary or Secondary?	Explain why you think the source is primary or secondary.
Hand-coloured line engraving by Theodor de Bry, created in 1591, showing Florida Native peoples taking part in a religious ceremony. A recreation of a sketch made by a French explorer during an expedition in the 1560s. (p. 18-19)		
Map of the territories of Native peoples and of Oklahoma land in 1892, published in 1892. (p. 25)		
Photograph of a Mohawk warrior staring at a Canadian soldier during the 1990 Oka crisis, taken September 2, 1990. (p. 36)		
The movie The Last of the Mohicans, released in 1992, a historical drama depicting the French and Indian War of 1757. (p. 17)		
Transcript of a speech made by Tecumseh to governor William Henry Harrison on August 20, 1810, written down by William Henry Harrison. (p. 23)		
Treaty outlining terms of peace between Native nations in what is now the Northwest Territory and European nations, and marked with signatures of leaders. (p. 8-9)		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting to Know Primary and Secondary Sources Exit Card

In your own words, define a primary source. /2

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In your own words, define a secondary source. /2

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Give three examples of primary sources, and three examples of secondary sources. You could use examples from an Uncovering the Past book, or your own examples. /6

Primary sources	Primary sources
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

# LESSON 2

## Source Analysis Guidelines

### Curriculum Correlations

#### Ontario History

Grade 6. A. Heritage and Identity: Communities in Canada, Past and Present  
A2.1; A2.4

#### Ontario Language Arts

Grades 5-8. Reading  
1.9; Overall Expectation 2; 2.3

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.2; 6-8.7

#### Common Core Language Arts

CCSS.ELA-LITERACY.RI.6.6

#### C3 Framework

History: Historical Sources and Evidence, D2.His.11.6-8.;  
D2.His.12.6-8.; D2.His.13.6-8.

### Materials

- *Black Tuesday and the Great Depression (Uncovering the Past)*
- Chart paper and markers
- Whiteboard with chalk or markers
- Printed images or screen with images from Dorothea Lange's 1930s and 40s photography  
<http://bit.ly/2CDHODM>
- *Analyzing Sources Worksheet*
- *Source Analysis Guidelines Assessment Checklist*

### Setting the Stage

Read *Black Tuesday and the Great Depression*. \*This lesson can be applied to any book in the series.

Review definitions and examples of primary and secondary sources, and idea that we learn about the past by identifying, analyzing, interpreting, and evaluating information from sources.

Class discussion:

- What might we need to know in order to learn from a primary or secondary source?
- When historians are faced with a new source, what do they try to find out? What do they need to know?
- Analyzing sources helps us draw conclusions about the source and learn what it can tell us about history.

Use "Think, Pair, Share" method to invite student response. Write responses on whiteboard. Based on responses, create class "source analysis guidelines."

Guidelines should include the following:

- What is the source? Classify as primary or secondary and identify its type.
- Who created the source?
- When was the source created?
- What was going on in history at this time? (What is the source's context?)
- Where was the source created?
- What is the main idea of the source? Describe what you see.
- Why was the source created?
- Who is the intended audience for the source?
- Is there any bias in this source? Is the source reliable?

The guidelines can be posted as an anchor chart for reference.

### Objectives

Students will:

- Identify, analyze, and evaluate primary and secondary sources using the established guidelines.



## Activity

Model a source analysis based on guidelines.  
Can choose any source.

Suggestion: Use a photo from Dorothea Lange's collection about the Great Depression. <http://bit.ly/2CDHODM>

Photo Suggestion: Woman in Food Distribution Line  
<http://bit.ly/2GBP19z>

Divide students into small groups. Post the Lange image on a screen or pass out images. Students should go through the guidelines and come up with as many ideas answers as they can. Remind students to write down questions they have about questions that they cannot complete themselves, or about details they don't know.

Analyze the same source in a full class discussion. Invite students to provide their answers and ideas. Follow guidelines.

Hand out *Analyzing Sources Worksheet* to be completed individually.

## Wrap-Up

Class discussion: More questions

- Invite students to share questions they still have about the photo.
- Take-away concept
  - ▶ Sometimes, details about a source are not known and need to be inferred based on other sources at the time and the source's context.

## Extensions

- ▶ Show students more sources of different types, and ask them to analyze the sources using guidelines. Students can complete this individually, in small groups, or as a class.
- ▶ Ask students to research to find additional information about a source that is not readily available.

## Assessment

Collect *Analyzing Sources Worksheet* and use *Source Analysis Guidelines Assessment Checklist* assess students' answers based on their understanding of concepts and their critical thinking about the information we can learn from the source, and the questions they pose for future research.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyzing Sources Worksheet

How does the photo contribute to your understanding of what life was like for people during the Great Depression?

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How does the photo compare to other sources about the Great Depression that we read about in *Black Tuesday and the Great Depression*?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What questions do you still have about the source?

- Are there details that you still need to know?
- What questions would you ask the photographer if you could?
- What gaps in information does the source have?

Write at least two questions about the source.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Source Analysis Guidelines Assessment Checklist

Criteria	Level 1	Level 2	Level 3	Level 4
Student shows understanding of class analysis of Great Depression primary source by identifying specific details the source teaches us about life during the Great Depression.				
Student makes clear comparisons between the primary source to other sources from the same time period, showing strong understanding of the importance of putting a source in context with others that show altering perspectives.				
Student shows understanding of the limitations of one primary source by identifying two appropriate, thoughtful questions for further research.				

# LESSON 3

## A Student in 2018

### Curriculum Correlations

#### Ontario History

Grade 6 A. Heritage and Identity: Communities in Canada, Past and Present  
A2.2

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.2

#### C3 Framework

History: Historical Sources and Evidence, D2.His.5.6-8.;  
D2.His.6.6-8.

### Materials

- *Uncovering the Past* series
- Current primary source material, such as current newspapers, magazines, books, artifacts such as devices and clothing, and online sources
- Computers or devices with Internet, for research
- *A Student in 2018 Chart*
- *A Student in 2018 Checklist*

### Setting the Stage

Using anchor charts, review definitions and examples of primary and secondary sources. Review idea that we learn about the past from the information in primary and secondary sources.

Introduce activity with class discussion:

- In the future, what sources will be available for future historians to learn about students in 2018?

Activity:

- Students will compile three sources that will give a future historian a good idea of what life is like for students in 2018 today.

Ask students: What makes a primary source credible? Students may come up with a variety of answers, including:

- Author was present at the time of the event
- Date source was created is the same time as event
- Neutral from bias
- Agreeable with other known facts and other sources about the time or event

Ask students: What makes a secondary source credible? Students may come up with a variety of answers, including:

- Written close to the time of the event
- Uses strong evidence from primary sources to make claims
- Neutral from bias
- Purpose of source is to inform, not persuade

### Objectives

Students will:

- Demonstrate understanding of primary and secondary source material.
- Classify types of sources accurately.
- Explain, using evidence, what a future historian would learn about a student in 2018 from the sources.

## Setting the Stage

Establish other criteria:

- In order to gather a fair, holistic view on a subject, historians study both primary and secondary sources of varying types. Review the types of sources (written, photographs, drawings/ cartoons, audio sources, video, artifact, map). Explain to students that they will need to provide a variety in the sources they choose for this activity.

Establish success criteria. Students will need to choose sources that give a fair, credible representation of the life of a student in 2018.

Based on discussion answers, create a list of criteria for the sources that students will need to collect. Explain that students will need to explain how their source fits within those criteria.

## Activity

Give students time to collect primary sources using the materials provided. With teacher guidance on appropriate websites, they can also use devices with Internet access to find their own sources.

Students will collect three sources and fill out the *A Student in 2018 Chart* to classify the type of source and explain why they believe the source is a credible representation of their life.

## Wrap-Up

Invite students to share one or more of their sources with the class. Discuss the sources together and have students reflect on how they feel the sources represent their lives.

## Extensions

- ▶ Have students make a case for one source as the strongest representation of life for a student in 2018. Ask them to create an argument that explains their choice and supports their claim with evidence.

## Assessment

Use *A Student in 2018 Checklist* to assess students' understanding of primary and secondary sources and their credibility based on their responses to questions.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### A Student in 2018 Chart

Using the Internet and the sources provided, gather three credible sources that would give a future historian an accurate view of what life is like for a student in 2018. Be sure that you gather both primary and secondary sources, and that your sources each have a different form.

<b>Source</b> Describe the source you chose.	<b>Type</b> Is the source primary or secondary? What form (written, photograph, drawing or cartoon, artifact, audio recording, video, map) does the source take?	<b>Date</b> When was this source created?	<b>Author</b> Who is the author of this source?	<b>Analysis</b> What will this source teach a future historian about the life of a student in 2018? Cite evidence from the source to support your answer.	<b>Credibility</b> In your own words, explain why this source is a credible representation of the life of a student in 2018. Use the criteria established to support your answer.
	Check one: <input type="checkbox"/> primary <input type="checkbox"/> secondary  Write the type of source: _____				
	Check one: <input type="checkbox"/> primary <input type="checkbox"/> secondary  Write the type of source: _____				
	Check one: <input type="checkbox"/> primary <input type="checkbox"/> secondary  Write the type of source: _____				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### A Student in 2018 Checklist

	Yes	No
Student gathered three sources that represent the life student in 2018.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Sources gathered include both primary and secondary, and vary in their type.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Student uses evidence from the source to explain what a future historian would learn from it.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____
Referring back to the criteria established in class, student explains how the source is a credible representation of the life of student in 2018.	_____ Notes: _____ _____ _____	_____ Notes: _____ _____ _____



# LESSON 4

## Getting to Know Perspective

### Curriculum Correlations

#### Ontario History

Grade 6. A. Heritage and Identity: Communities in Canada, Past and Present

Grade 7. B. Canada, 1800-1850: Conflict and Challenges

Grade 8. A. Creating Canada, 1850-1890

A2.5

#### Ontario Language Arts

Grades 5-8. Reading

1.9

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.1; 6-8.2; 6-8.8

#### Common Core Language Arts

CCSS.ELA-LITERACY.RI.6.1; 6.6

#### C3 Framework

History: Historical Sources and Evidence, D2.His.4.6-8.;

D2.His.5.6-8.; D2.His.6.6-8.; D2.His.10.6-8.

### Materials

- *The Underground Railroad (Uncovering the Past)*
- Whiteboard and markers or chalk
- Excerpt from Josiah Henson's autobiography
- *Getting to Know Perspective Worksheet*
- *Getting to Know Perspective Reflection*
- *Getting to Know Perspective Assessment Checklist*

### Objectives

Students will:

- Understand perspective and how it should be used in source analysis.
- Identify perspective in a primary and secondary source on the same topic and identify which perspectives are missing from the sources.
- Formulate questions about missing perspectives.

### Setting the Stage

Read *The Underground Railroad*.

Write the word “perspective” on the whiteboard. For five minutes, brainstorm definitions, words, and examples that come to mind when students see that word. Write down student responses on board.

- Define perspective:
  - ▶ **The point of view of the person who created the source.**

Class discussion—perspective and bias:

- Every primary or secondary source has one or more perspectives.
- Why is looking at perspective important?
- Take-away concepts:
  - ▶ Perspective is often related to a source's purpose, its intended audience, and whether it has bias.
  - ▶ Define bias:
    - Prejudice or in favour for or against one thing, person, or group compared with another.**
  - ▶ Bias is not always a bad thing. We all have biases based on our views, beliefs, fears, or even prejudices.

### Activity

Introduce source: Excerpt (below) from Josiah Henson's autobiography. Josiah Henson appears in *The Underground Railroad* book on pages 6, 14, 24, and 30. He was a former slave who escaped to Canada, where he founded the Dawn Settlement.

<http://bit.ly/1cxsvJl>

Explain that this is a primary source—an autobiography of an escaped slave who lived in Canada. The autobiography was written in 1849. Josiah had escaped to Canada in 1830.

“In consequence of his decease, it became necessary to sell the estate and the slaves, in order to divide the property among the heirs; and we were all put up at auction and sold to the highest bidder, and scattered over various parts of the country. My brothers and sisters were bid off one by one, while my mother, holding my hand, looked on in an agony of grief, the cause of which I ill understood at first, but which dawned on my mind, with dreadful clearness, as the sale proceeded. My mother was then separated from me, and put up in her turn.”

<http://bit.ly/2EJt5gi>

## Activity

Second example if needed: Idealized portrait of American slavery—page 35 of *Underground Railroad*.

Class discussion: Analyze source using the guidelines established in a previous lesson.

- Where, when, and by whom was the source created? (freed former slave in Canada; source would not exist had he not escaped there via the underground railroad).
- Whose perspective is shown in this primary source?
- What is the author's intended purpose for creating this source?
- Who is the author's target audience?
- What is the context for the creation of this source?
- Does this author have bias? What is it?
- Are any perspectives missing?
- What might people from other perspectives have written about that time, if they also created an autobiography?  
How do you think they might respond to Josiah Henson's autobiography?

As a class, summarize Josiah Henson's perspective in one or two sentences. Write the summary on the board and explain to students that they will need to write their own summaries later.

Divide students in small groups. Hand out copies of *The Underground Railroad* or photocopies of the primary sources in that book, and the *Getting to Know Perspective Worksheet*. Groups will choose one primary source from the book and fill out the worksheet.

## Wrap-Up

If desired, teacher can invite students to share their sources and their analysis of the perspectives present and missing in the source.

Students will hand in *Getting to Know Perspective Worksheet* and complete *Getting to Know Perspective Reflection*.

## Extensions

- ▶ Students could find primary and secondary sources that represent the missing perspectives identified in the source they analyzed. They should use *The Underground Railroad* or, with teacher guidance on appropriate websites, conduct Internet research.

## Assessment

Teacher will collect *Getting to Know Perspective Worksheet* and assess for understanding. Teacher will also collect *Getting to Know Perspective Reflection* to assess students' participation in groups. Use *Getting to Know Perspective Assessment Checklist* for assessment of both.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting to Know Perspective Worksheet

Write the name of the source your group chose, and the page number on which it is found.

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Summarize the creator's perspective using your own words. Support your claim using evidence from the source. /3

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Does this source have bias? What is it? /3

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Getting to Know Perspective Worksheet

What was happening in history at the time the source was created? Name at least one perspective that is missing from the source. /4

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How might other perspectives differ from the perspective in the source? Support your claims with evidence from the text. Describe at least one alternate perspective. /4

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Do you have any questions? /1

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting to Know Perspective Reflection

<p>What did you and your group do well during this activity?</p>	<p>What was challenging about this activity? Did you and your group run into any problems or unanswered questions?</p>
<p>How did you contribute equally to your group?</p>	<p>What did you learn about yourself by doing this activity (strengths and things to work on, interests, learning styles)?</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Getting to Know Perspective: Assessment Checklist

Criteria	Always	Often	Sometimes	Never
Based on teacher observation, student contributed to group work fairly and equally during class time.				
Student showed high degree of comprehension and critical thinking in answers given on worksheet.				
Student completed entire self assessment, showing a high degree of reflective skills.				

# LESSON 5

## Many Sources, Many Perspectives

### Curriculum Correlations

#### Ontario History

Grade 6. A. Heritage and Identity: Communities in Canada, Past and Present  
A2.2

Grade 8. A. Creating Canada, 1850-1890  
A2.1; A2.2; A2.4; A2.5

#### Ontario Language Arts

CCSS.ELA-LITERACY.RI.6.6  
CCSS.ELA-LITERACY.RI.6.9

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.1; 6-8.8; 6-8.9

#### Common Core Language Arts

CCSS.ELA-LITERACY.RI.6.1; 6.6; 6.9

#### C3 Framework

History: Historical Sources and Evidence, D2.His.4.6-8.;  
D2.His.6.6-8.; D2.His.17.6-8.

### Materials

- *Transcontinental Railways (Uncovering the Past)*
- Devices with Internet access
- *CPR Stakeholders Place Mat*
- *Comparing Perspectives Graphic Organizer*
- *Comparing Perspectives Exit Card*
- *Comparing Perspectives Graphic Organizer Assessment*

### Setting the Stage

Read *Transcontinental Railways*.

Class discussion:

- Who are the different groups who were affected by the building of the transcontinental railway (CPR) in Canada?
- Write each of the groups on the board: Chinese laborers, Indigenous peoples, settlers or homesteaders, Canadian Pacific Railway Company, Canadian government.

Divide students into groups of five. Hand out CPR Stakeholders Place Mat to be completed in groups.

Class discussion:

- How did the building of the CPR affect each group?
- Explain that different primary and secondary sources surrounding the CPR building represent these different perspectives.

### Objectives

Students will:

- Identify and summarize the perspectives of creators of primary and secondary sources.
- Use a graphic organizer to compare and contrast perspectives in sources about the same historical period or event.

## Activity

Class discussion:

- Why is it important to study sources from different perspectives?
- Take-away concepts:
  - ▶ Studying different perspectives gives a fairer, more holistic view of a historical event or time period.
  - ▶ By studying source materials from multiple perspectives, we can determine whether bias exists in the sources we look at.

Introduce activity:

- In pairs, students will choose two perspectives on the building of the CPR.
- They will use *The Transcontinental Railways* and conduct Internet research on provided sites to find a primary source that represents each perspective.
- They will fill in the *Comparing Perspectives Graphic Organizer*.

Some websites teachers could provide to students include:

Chinese Canadian workers:

<http://bit.ly/2EVF5uB>

Indigenous peoples:

<http://bit.ly/2FlpC4G>

<http://bit.ly/2oj4cxX>

Settlers/Homesteaders:

<http://bit.ly/2gbYYjt>

<http://bit.ly/2FnLi06>

Canadian government:

<http://bit.ly/2EJQwq2>

Canadian Pacific Railway Company:

<http://bit.ly/2ngrMIL>

<http://bit.ly/10mVNz9>

## Wrap-Up

Hand out *Comparing Perspectives Exit Cards* and have students complete them to hand in.

## Extensions

- ▶ Groups could share their sources and answers in graphic organizers.
- ▶ Students could choose one perspective and write a journal entry entitled “The Day the CPR was completed” from that perspective.

## Assessment

Assess graphic organizers using *Comparing Perspectives Graphic Organizer Assessment* for understanding of the concept of perspective and ability to summarize the perspectives. Assess exit cards for understanding of big idea.

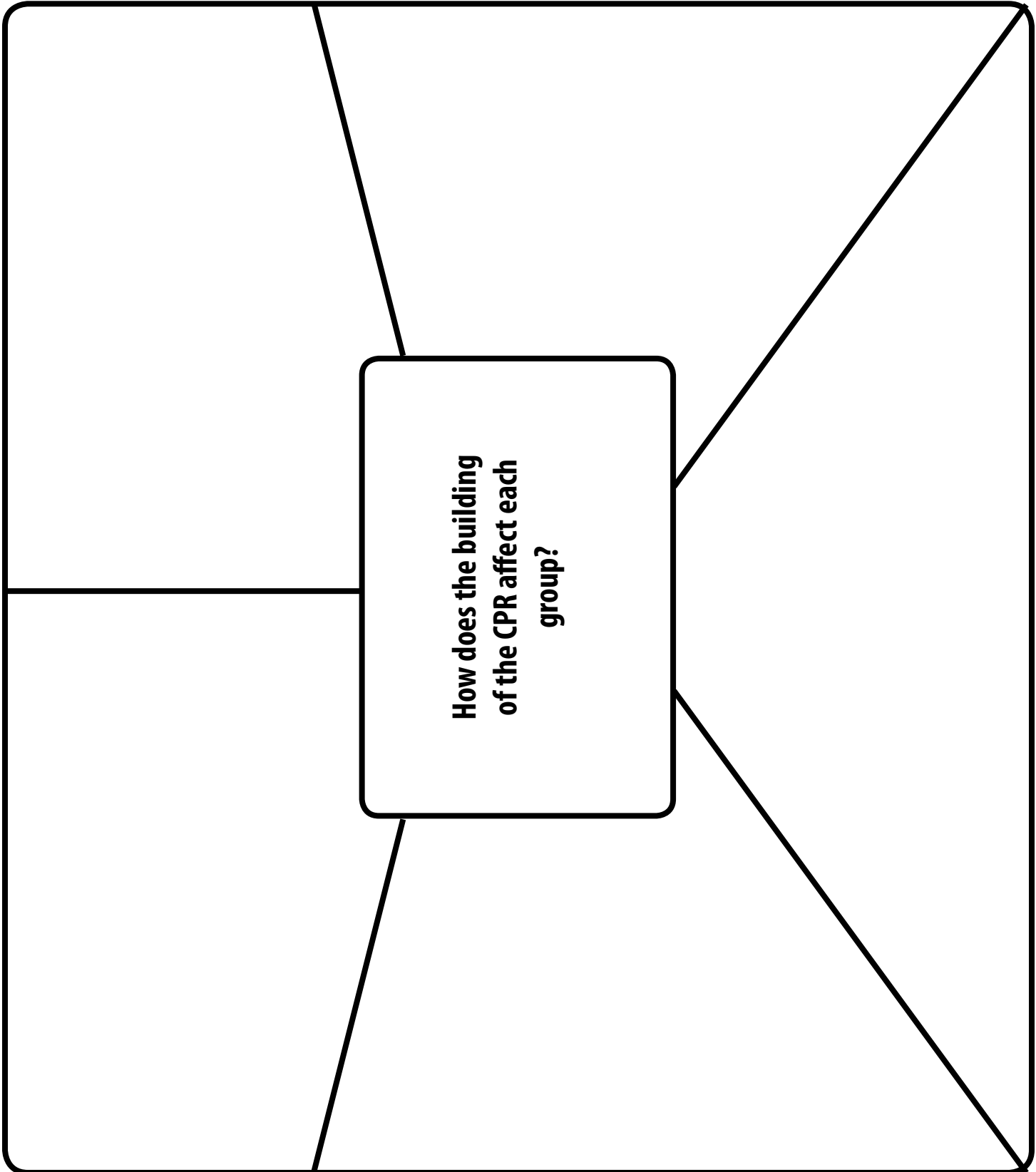


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### CPR Stakeholders Place Mat

In each section of the place mat, write each stakeholder.  
Then, in point form, answer the question in the center from each stakeholder's perspective.

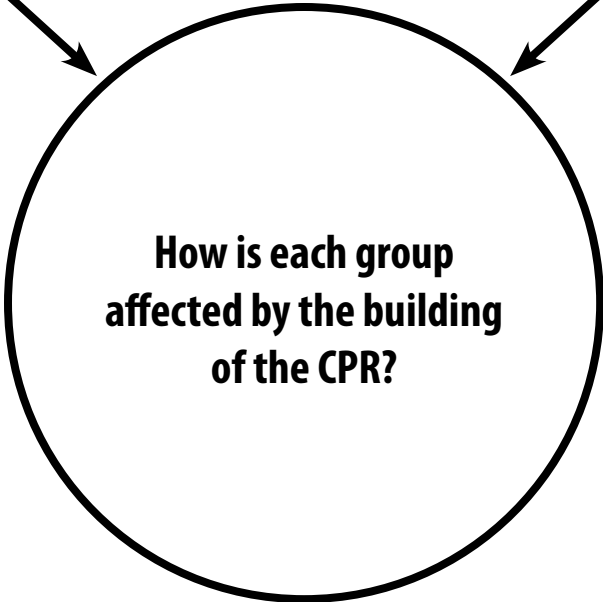


Name: \_\_\_\_\_ Date: \_\_\_\_\_

### CPR Perspectives Graphic Organizer

Stakeholder 1: \_\_\_\_\_  
Source: \_\_\_\_\_

Stakeholder 1: \_\_\_\_\_  
Source: \_\_\_\_\_



Summary of Perspective:

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Summary of Perspective:

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comparing Perspectives Exit Card

In your own words, describe why it is important to consider sources from multiple perspectives.

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Describe the two perspectives on the building of the CPR that you studied. How do they differ? How are they similar? Use evidence from the source material to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comparing Perspectives Graphic Organizer Assessment

Criteria	Level 1	Level 2	Level 3	Level 4
Student clearly identifies two different stakeholders surrounding the building of the CPR, and provides an accurate primary source for each.				
Student uses evidence from the text and research to support their claims about perspective.				
Student succinctly and accurately summarizes the perspective of each stakeholder.				

# LESSON 6

## Curating Source Materials

### Curriculum Correlations

#### Ontario History

Grade 6. A. Heritage and Identity: Communities in Canada, Past and Present  
A2.2; A2.4; A2.6

Grade 7. B. Canada, 1800-1850: Conflict and Challenges  
B2.2; B2.4; B2.6

Grade 8. A. Creating Canada, 1850-1890  
A2.2; A2.4; A2.6

Grade 8. B. Canada, 1890-1914: A Changing Society  
B2.2; B2.4; B2.6

#### Ontario Language Arts

Grades 5-8. Oral Communication  
2.3

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.1; 6-8.2; 6-8.7; 6-8.9

#### Common Core Language Arts

Speaking and Listening  
CCSS.ELA-LITERACY.SL.7.4; 7.5

#### C3 Framework

History: Historical Sources and Evidence, D2.His.9.6-8.;  
D2.His.10.6-8.; D2.His.13.6-8.

### Materials

- *Uncovering the Past* series
- Devices with Internet access
- *Curating Source Materials Chart*
- *Curating Source Materials Checklist*
- *Curating Source Materials Rubric*

### Setting the Stage

Hook students by choosing a popular historical figure or event already discussed in class, and ask students how they have learned information about that person.

- Where does the information come from? Remind students that we learn about historical figures and events from source material.

### Activity

Introduce project:

- Students will choose one historical figure or event from a book in the *Uncovering the Past* series. Or, teacher can provide a list of figures or events from the book series that connect explicitly with standards.
- Using the books in the series, the Learning More section of the books, and teacher-vetted websites, students will research that figure or event and compile five primary and secondary sources about that person. They will complete the *Curating Source Materials Chart*.
- Students will present their collection to the class, describing each source material and what we can learn about the figure or event from it. Presentations will last five minutes.

Together with the class, create a rubric for the project. Have students contribute ideas on what they feel will make the project and presentation effective. Guidelines may include the following:

- Student collects a variety of sources: both primary and secondary, of at least three different types (written, visual, audio, video, artifacts if relevant).
- Student includes sources from at least two different perspectives on the event or figure.
- Student includes references for each source.
- Student analyzes each source using source analysis guidelines.
- Student draws conclusion about what each source can tell us about the event or figure, and supports that conclusion using evidence.

### Objectives

Students will:

- Gather and organize source material about a specific historical figure or event.
- Present their source material to the class and describe what they learned about the figure or event.

## Activity

- During the presentation, student introduces topic clearly and summarizes each of the sources to the class in an organized manner.
- During the presentation, student identifies at least three new pieces of information they learned about the historical figure or event.

Review research techniques and skills with students, such as:

- Set time limits and stay focused.
- Use teacher-vetted websites only.
- Keep track of the sources that you take information from.

Hand out *Curating Source Materials Checklist* to help keep students on track. Give students two class periods to complete their project.

## Wrap-Up

Have students present their projects. Use one or two class periods for presentations.

## Extensions

- ▶ Have students compile their curated sources as a reference resource in the school library, either in printed or digital format.

## Assessment

Students will hand in their projects and charts. Teacher will use *Curating Source Materials Rubric* to assess understanding and performance.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Curating Source Materials Chart

My topic: \_\_\_\_\_

**Complete this chart on both pages with each of your sources.**

<p><b>Audience</b> Who is the intended audience for this source?</p>		
<p><b>Type of Source</b> What kind of source is it? Classify and write the type (for example: photo, cartoon, newspaper article)</p>	<p>Check one:  <input type="checkbox"/> primary  <input type="checkbox"/> secondary</p> <p>Write the type of source:            _____            _____</p>	<p>Check one:  <input type="checkbox"/> primary  <input type="checkbox"/> secondary</p> <p>Write the type of source:            _____            _____</p>
<p><b>Author or Creator name</b></p>		
<p><b>Reference</b> Where did you find the source?</p>		
<p><b>Source Name and Summary</b></p>	<p>Source name:            _____</p> <p>Summary:            _____            _____            _____</p>	<p>Source name:            _____</p> <p>Summary:            _____            _____            _____</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Curating Source Materials Chart

<p><b>Make Your Claim</b> Name 3 things that the source tells you about your topic. Support each of your claims with evidence from the source.</p>		
<p><b>Bias</b> Identify any bias that exists in the source</p>		
<p><b>Perspective</b> Use evidence to identify the perspective of the source. Name any perspectives that are missing.</p>		
<p><b>Context</b> What was happening in history when this source was made?</p>		
<p><b>Where and When</b> Where was the source created? On what date?</p>		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Curating Source Materials Checklist

I collected five different sources about my topic.

I included both primary and secondary sources.

I collected 3 or more different types of sources (written, visual, audio, video, artifact).

My sources represent two or more different perspectives on my topic.

I included references for all of my sources.

I completed the Curating Source Materials chart.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Curating Source Materials Rubric

Level 1	Level 2	Level 3	Level 4
Student does not collect both primary and secondary sources, and collects one type of source.	Student collects both primary and secondary sources of two different types.	Student collects both primary and secondary sources of three different types.	Student collects both primary and secondary sources of more than three different types.
Student gathers sources from one perspective only, and does not identify the perspective using evidence. Student does not identify missing perspectives.	Student gathers and identifies sources with two different perspectives, but does not support with evidence. Student does not identify missing perspectives.	Student gathers and identifies sources with two different perspectives, and supports with evidence. Student identifies missing perspectives.	Student gathers and identifies sources with more than two different perspectives, and supports with evidence. Student identifies missing perspectives.
Student's summary of source is vague or unclear. Student does not fully complete identifying information in chart.	Student summarizes source with some vagueness. Student completes identifying information in chart.	Student summarizes source clearly and completes identifying information in chart.	Student summarizes source clearly, showing insight and critical thinking on its meaning. Student completes identifying information in chart.
Student does not reference sources.	Student references some sources, but not all.	Student references each source correctly, but with some unclear organization.	Student references each source correctly, showing exceptional organizational skills.
Student does not present topic and source summaries clearly. Student does not use appropriate terminology.	Student presents topic and is slightly unclear on source summaries. Student uses some appropriate terminology.	Student presents topic and summarizes each source using clear speech and appropriate terminology.	Student presents topic and summarizes each source using exceptional speaking skills, with advanced terminology and consideration of audience.
Student explains less than two new ideas they learned from the source material, or explains two ideas in an unclear way.	Student explains two new ideas they learned from the source material, or explains three ideas in an unclear way.	Student clearly explains three new ideas they learned from the source material.	Student clearly explains three new ideas they learned from the source material, showing exceptional insight and critical thinking skills.
Student presents in less than three minutes, with pacing challenges.	Student presents within one minute of the five minute time limit, with some pacing challenges.	Student presents within the five minute time limit, with some pacing challenges.	Student presents within the five minute time limit, with good pacing between parts of the presentation.

# LESSON 7

## Making a Historical Inquiry

### Curriculum Correlations

#### Ontario History

Grade 6. A. Heritage and Identity: Communities in Canada, Past and Present

A2.1; A2.2; A2.5; A2.4; A2.6

Grade 7. B. Canada, 1800-1850: Conflict and Challenges

A2.1; A2.2; A2.5; A2.4; A2.6

Grade 8. A. Creating Canada, 1850-1890

A2.1; A2.2; A2.5; A2.4; A2.6

Grade 8. B. Canada, 1890-1914: A Changing Society

A2.1; A2.2; A2.5; A2.4; A2.6

#### Ontario Language Arts

Grades 5-8 Reading

Overall Expectations 1, 2

Grades 5-8 Writing

Overall Expectations 1, 2

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.1; 6-8.2; 6-8.9

#### Common Core Language Arts

CCSS.ELA-LITERACY.RI.6.1; 6.4; 6.6; 6.9

#### C3 Framework

History: Historical Sources and Evidence, D2.His.12.6-8.;

D2.His.13.6-8.; D2.His.16.6-8.; D2.His.17.6-8.

### Materials

- *Uncovering the Past* series
- Devices with Internet access
- Whiteboard with markers or chalk
- *Make Your Case Project sheet and Checklist*
- *Make Your Case Reflection*
- *Make Your Case Rubric*

### Objectives

Students will:

- Formulate questions to guide an investigation on a historical question.
- Prepare a short report that argues an answer to the question.
- Gather, analyze, and evaluate source material and use it as evidence for their argument.

### Setting the Stage

Read books in *Uncovering the Past* series. Can choose books based on classroom learning objectives or targeted topics, or read all of the books in the series, leading up to this project.

Class discussion: Historians begin to learn about the past by asking questions about it.

- For example, a historian who wants to learn about different perspectives on Japanese Canadian internment might ask “Was it right for Canada to intern Japanese Canadian citizens?” and “What was life in the internment camps for Japanese Canadians?”

Present some options for students based on books in *Uncovering the Past*. These might include:

- Who won the War of 1812?
- How did Canada change as a result of World War II?
- What was life like for people during the Great Depression?
- When should Canada have fought in wars in the past 100 years?
- Should the Canadian government have taken more responsibility for residential schools?
- What factors contributed to workers’ rights advances in Canada?

Using the question examples as guides, have students brainstorm, in groups, their own questions about topics in the *Uncovering the Past* series.

Invite each group to write their best question, or the question they are most interested in, on the whiteboard. As a class, choose the best ideas as options for students to investigate in a project. Circle or highlight these.

## Activity

Introduce project:

- Students will choose one of the questions on the board. They will write a two-page (plus reference page) report explaining their answer to the question, and supporting it using evidence from the sources.

Introduce criteria for the project by asking students the following question:

- “What makes an effective historical argument?”

Talk over some answers. Some ideas could include:

- Clearly lays out the investigation by introducing the historical inquiry question
- Identifies the different stakeholders involved at this time in history
- Uses both primary and secondary sources as evidence
- Uses sources from each of the stakeholder perspectives as evidence
- The author supports every claim using evidence.
  - ▶ For example, “Japanese Canadians were not treated fairly when they went to the internment camps. Their homes and belongings were sold while they were there, so they had nothing when they returned home. I learned this from a letter written on February 10, 1947 by Geniche Hanazawa, who was interned in a camp. In the letter, he complains to the Canadian government for having unfairly sold his family’s belongings.”  
<http://bit.ly/2DFIs9n>
- Identifies any missing perspective where sources that show that perspective could not be found, and identifies any bias in the source material they used.
- Author clearly summarizes their argument at the end.
- Author cites sources on reference page.

To support student understanding, could choose one of the questions as a class and model how they should structure their reports. Could do all of the steps together except the source material research so that they have a clear template for their report.

Share rubric with students so that they have a clear view of the expectations.

Hand out *Make Your Case Project Sheet and Checklist*. Give students three or four class periods to complete their reports.

## Wrap-Up

Students should fill out the *Make Your Case Reflection* sheet to look back on their historical inquiry process and reflect on their learning. Invite students to share their reflections with a partner, and then as a class.

## Extensions

- ▶ Could conduct a role-playing activity in which students choose one perspective on the historical question and create a script that they could act out in front of the class. The script will lay out an argument from that person’s point of view, with the student stepping in the shoes of that historical group or figure.

## Assessment

Use *Make Your Case Rubric* to assess students’ projects and level of reflection.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Make Your Case Project Sheet and Checklist

Choose one of the questions formulated in class today. Using the Uncovering the Past books, the Bibliography and Learning More sections in the books, and the Internet, investigate the question and find three or more primary and secondary sources that help you evaluate the question. Using the sources as evidence, construct an answer to the question.

Write a report outlining your argument and the evidence you used to create it. Your report needs to be two pages long, double spaced with 12-point font. You will have a separate references page at the end.

**Use this checklist to make sure that you are creating a strong historical argument.**

I introduced the historical inquiry question that I chose to investigate.

I wrote the stakeholders involved.

I introduced my argument, or answer to the question.

I wrote three or more reasons or supporting claims for my argument.

For example: "The Japanese Canadians' belongings were sold without their consent."

I supported each of my reasons or claims with evidence from the source material I found.

I identified any missing perspectives or bias in the source material I used.

I cited sources in a reference page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Make Your Case Reflection

<p>In your own words, summarize your historical argument.</p>	<p>What did you like about this project? What do you think you did well?</p>
<p>What challenges did you face when completing this project?</p>	<p>What did you learn about yourself when completing this project? What could you work on for the next project?</p>

Do you have any questions?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Make Your Case Rubric

Level 1	Level 2	Level 3	Level 4
Historical inquiry question and argument about it are unclear in introduction.	Student introduced historical inquiry question and their argument about it with some clarity.	Student clearly introduced historical inquiry question and their argument about it.	Student clearly introduced historical inquiry question and placed it within its context, and made a clear and well-thought-out argument about it.
Student's claims are unclear, or student writes one claim only.	Student writes two well-researched reasons or claims to support their argument, or three claims that are not well-researched or missing a connection to the argument.	Student writes three, well-researched reasons or claims to support their argument.	Student writes three, well-researched reasons or claims to support their argument, showing exceptional understanding of the stakeholders and context involved.
Student does not support claims with evidence, or uses one source only to support their claims.	Student supports some claims with evidence, but does not support others. Evidence student uses to support claims is from a single perspective only.	Student supports every claim with evidence from three different source materials, from two perspectives.	Student supports every claim with evidence from three or more different source materials, from more than two perspectives.
Student does not identify missing perspectives or bias.	Student identifies missing perspectives and/or bias, but does not explain how this affects their argument.	Student identifies any missing perspectives or bias in the evidence. Student attempts to explain how this affects their argument.	Student identifies any missing perspectives or bias in the evidence, and shows exceptional critical thinking skills in identifying how this affects their argument.
Student does not use appropriate historical language to describe claims and sources.	Student sometimes uses appropriate historical language to describe claims and sources.	Student usually uses appropriate historical language to describe claims and sources.	Student always uses appropriate historical language to describe claims and sources.
Student's report is one page or less. Student does not include a reference page.	Student's report is two pages in length or close to it, and includes a reference page.	Student's report is two pages in length and includes a reference page, with good organization.	Student's report is two pages in length and includes a reference page, with exceptional clarity and organization.