

Primary Sources as Complex Texts

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Teaching American History Project Directors

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**Content Quiz: The March on Washington
By Philip Panaritis**

- 1) The name of the August 28, 1963 political demonstration at the Lincoln Memorial in Washington, D.C. was
 - a) The March on Washington for Civil Rights
 - b) The March on Washington for Jobs and Freedom
 - c) The March on Washington for Freedom and Equality
 - d) The March on Washington to end Racial Discrimination

- 2) The main organizers of the 1963 March on Washington were
 - a) A. Philip Randolph and Bayard Rustin
 - b) Medgar Evers and M.L. King
 - c) Roy Wilkins and Stokely Carmichael
 - d) Ralph Abernathy and James Lawson

- 3) He was the only speaker at the August 28, 1963 March on Washington to refer to “Negroes” as “black people” and the “black masses”. His speech that day was received with “unmatched enthusiasm, it was interrupted by applause fourteen times.”
 - a) M. L. King
 - b) Charlton Heston
 - c) Whitney Young
 - d) John Lewis

- 4) Which leader dismissed the event as the “Farce on Washington?”
 - a) George Wallace
 - b) Malcom X
 - c) Lyndon Baines Johnson
 - d) Stokely Carmichael

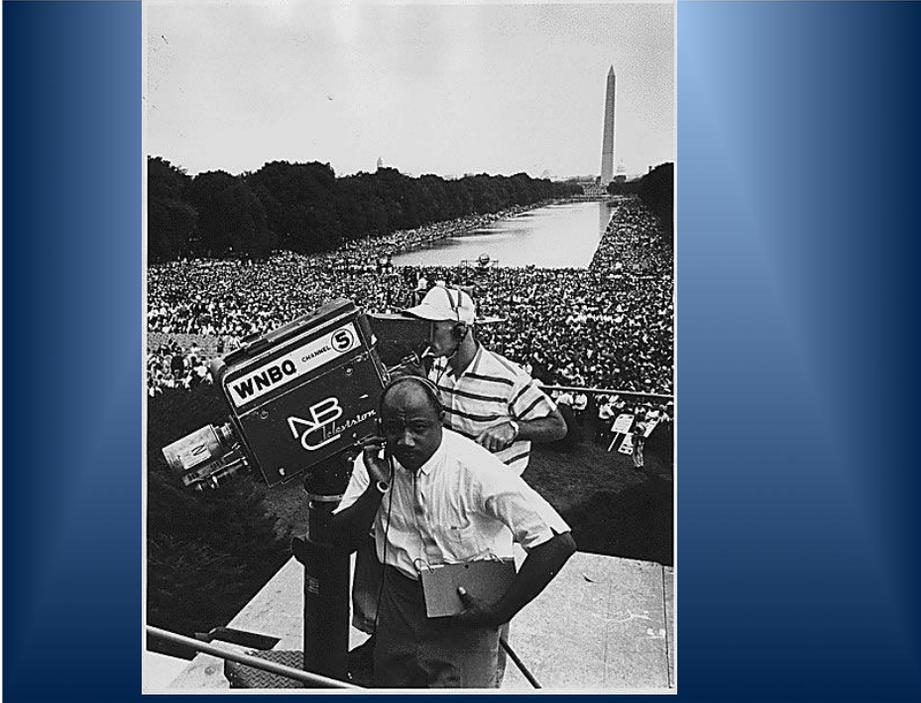
**MARCH ON WASHINGTON
FOR JOBS AND FREEDOM
AUGUST 28, 1963**

LINCOLN MEMORIAL PROGRAM

1. The National Anthem	<i>Led by Marian Anderson.</i>
2. Invocation	<i>The Very Rev. Patrick O'Boyle, Archbishop of Washington.</i>
3. Opening Remarks	<i>A. Philip Randolph, Director March on Washington for Jobs and Freedom.</i>
4. Remarks	<i>Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i>
5. Tribute to Negro Women Fighters for Freedom	<i>Ms. Medgar Evers</i>
	<i>Daisy Bauer Diane Nash Bevel Mrs. Medgar Evers Mrs. Herbert Lee Roma Parks Clara Richardson</i>
6. Remarks	<i>John Lewis, National Chairman, Student Nonviolent Coordinating Committee.</i>
7. Remarks	<i>Walter Reuther, President, United Automobile Workers and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i>
8. Remarks	<i>James Farmer, National Director, Congress of Racial Equality.</i>
9. Selection	<i>Eva Jessye Choir</i>
10. Prayer	<i>Rabbi Uri Miller, President Synagogue Council of America.</i>
11. Remarks	<i>Whitney M. Young, Jr., Executive Director, National Urban League.</i>
12. Remarks	<i>Marlene Alkerson, Executive Director, National Catholic Conference for Interracial Justice.</i>
13. Remarks	<i>Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.</i>
14. Selection	<i>Miss Mahalia Jackson</i>
15. Remarks	<i>Rabbi Joachim Prinz, President American Jewish Congress.</i>
16. Remarks	<i>The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference. A. Philip Randolph</i>
17. The Pledge	
18. Benediction	<i>Dr. Benjamin E. Mays, President, Morehouse College.</i>

"WE SHALL OVERCOME"





Teach students to think...historically

- **Sourcing:** Think about a document's author and its creation.
- **Contextualizing:** Situate the document and its events in time and place.
- **Close Reading:** Carefully consider what the document says and the language used to say it.
- **Using Background Knowledge:** Use historical information and knowledge to read and understand the document.
- **Reading the Silences:** Identify what has been left out or is missing from the document by asking questions.
- **Corroborating:** Ask questions about important details across multiple sources to determine points in agreement and disagreement.

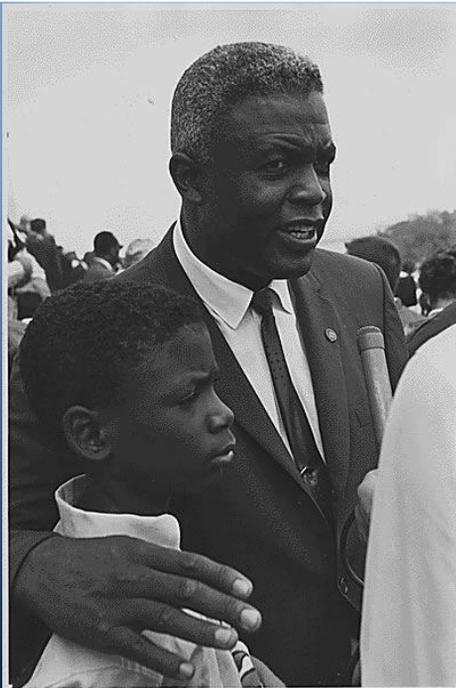
How experts tend to read historical texts:	How novices tend to read historical texts:
Seek to <i>discover context and know content</i>	Seek only to <i>know content</i>
Ask what the text <i>does</i> (purpose)	Ask what the text <i>says</i> (“facts”)
Understand the <i>subtexts</i> of the writer’s language	Understand the <i>literal meanings</i> of the writer’s language
See any text as <i>a construction</i> of a vision of the world	See texts as <i>descriptions</i> of the world
See texts as <i>made by persons with a view of events</i>	See texts as <i>accounts of what really happened</i>
Consider <i>textbooks less trustworthy</i> than other sources	Consider <i>textbooks very trustworthy</i> sources
Assume <i>bias</i> in text	Assume <i>neutrality, objectivity</i> in text
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i>	<i>Ignore word choice, tone</i>
Read slowly, <i>simulating a conversation between two readers, “actual”, and “mock”</i>	Read to <i>gather lots of information</i>
<i>Resurrect</i> texts, like a magician	<i>Process</i> texts, like a computer
Check the <i>sources</i> of the document	Read the <i>document only</i>

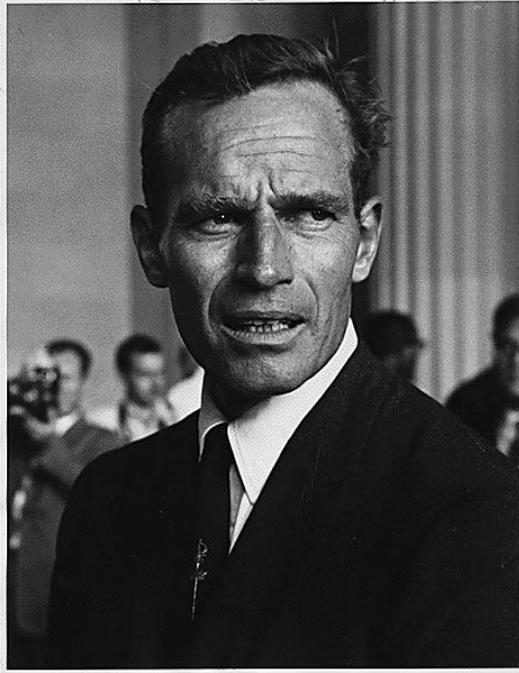
How experts tend to read historical texts:	How novices tend to read historical texts:
<i>Compare</i> the document with other texts to judge different, perhaps divergent accounts of the same event or topic	<i>Learn “the right answers”</i> from the document
Read like <i>lawyers making a case</i>	Read like <i>jurors listening to a case</i> someone made
Read like <i>witnesses to living, evolving events</i>	Read like <i>seekers of solid facts</i>
Get <i>interested</i> in <i>contradictions, ambiguity</i>	<i>Resolve or ignore contradictions, ambiguity</i>
Through the use of qualifiers and concessions, acknowledge <i>uncertainty and complexity</i> in the text	Communicate <i>“the truth”</i> of the text, sounding as certain as possible

HISTORICAL THINKING QUESTIONS ^{II}	HISTORICAL THINKING SKILLS ^{II}	COMMON CORE READING STANDARDS (Grades 6-8) ^{III}
<p>Cause and Effect</p> <ul style="list-style-type: none"> • What were the multiple causes and effects of past events? • Which effects were intended, which effects were accidental? • Were the effects immediate or gradual? <p>Change and Continuity</p> <ul style="list-style-type: none"> • What changed? • What remained the same? • Who benefited from this change? • Who did not benefit? And why? <p>Turning Points</p> <ul style="list-style-type: none"> • How did past decisions or actions significantly transform people's lives? <p>Through their Eyes</p> <ul style="list-style-type: none"> • How did people in the past view their world? • How did their worldview affect their choices and actions? <p>Using the Past</p>	<p>Sourcing</p> <ul style="list-style-type: none"> • When was it written? • Why was it written? • What is the author's point of view? <p>Contextualization</p> <ul style="list-style-type: none"> • What else was going on at the time this was written? • What other events and people are connected to this source or its author? <p>Close Reading</p> <ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • What words or phrases does the author use to convince me that he/she is right? <p>Corroboration</p> <ul style="list-style-type: none"> • What do other pieces of evidence say? 	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.

HISTORICAL THINKING QUESTIONS ^{II}	HISTORICAL THINKING SKILLS ^{II}	COMMON CORE READING STANDARDS (Grades 11-12) ^{III}
<p>Cause and Effect</p> <ul style="list-style-type: none"> • What were the multiple causes and effects of past events? • Which effects were intended, which effects were accidental? • Were the effects immediate or gradual? <p>Change and Continuity</p> <ul style="list-style-type: none"> • What changed? • What remained the same? • Who benefited from this change? • Who did not benefit? And why? <p>Turning Points</p> <ul style="list-style-type: none"> • How did past decisions or actions significantly transform people's lives? <p>Through their Eyes</p> <ul style="list-style-type: none"> • How did people in the past view their world? • How did their worldview affect their choices and actions? <p>Using the Past</p> <ul style="list-style-type: none"> • How does the past help us make sense of the present? • How is the past similar to the present? How is it different? 	<p>Sourcing</p> <ul style="list-style-type: none"> • When was it written? • Why was it written? • What is the author's point of view? <p>Contextualization</p> <ul style="list-style-type: none"> • What else was going on at the time this was written? • What other events and people are connected to this source or its author? <p>Close Reading</p> <ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • What words or phrases does the author use to convince me that he/she is right? <p>Corroboration</p> <ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? Why? 	<p>KEY IDEAS AND DETAILS</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources; connect insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas. 3. Evaluate various explanations for actions and events and determine which explanation best fits with textual evidence; acknowledge where text leaves matters uncertain. <p>CRAFT AND STRUCTURE</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term over the course of a text. 5. Analyze in detail how a complex primary source is structured, include how key sentences, paragraphs and other large portions of the text contribute to the whole. 6. Evaluate authors' differing points of view on the same historical event or issue by assessing their claims, reasoning, and evidence. <p>INTEGRATION OF KNOWLEDGE AND IDEAS</p> <ol style="list-style-type: none"> 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., in charts, graphs, photographs, videos, or maps) in order to address a question or solve a problem. 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Images as Complex Text







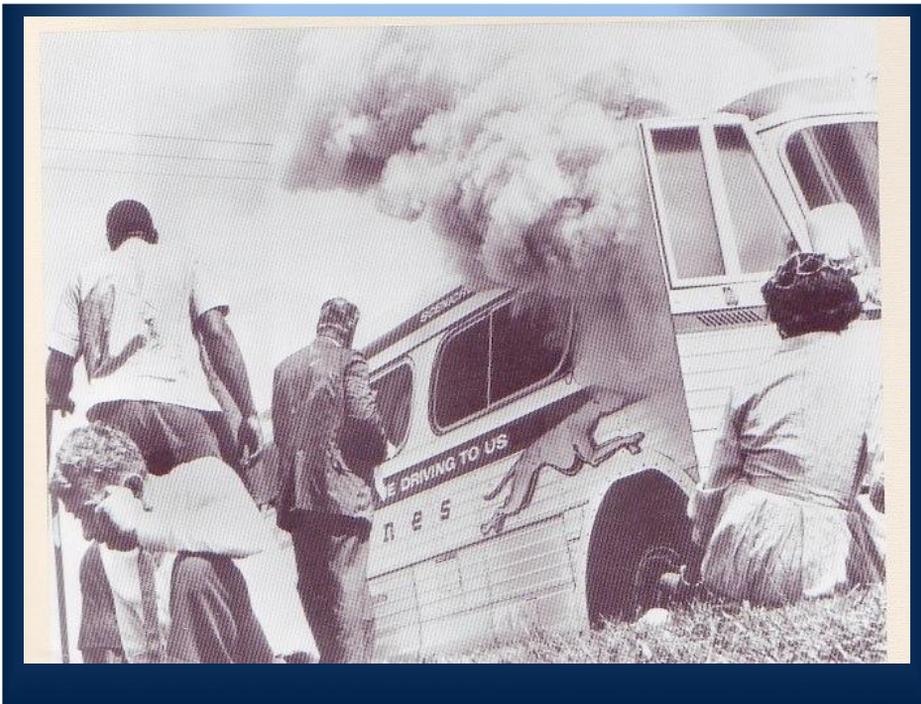
THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder





Close Reading

The March on Washington Original Draft of SNCC Chairman John Lewis' Speech to the March

[Note – Below is the text of the speech that John Lewis and SNCC activists originally wrote (taken from [Walking With the Wind](#)).]

We march today for jobs and freedom, but we have nothing to be proud of, for hundreds and thousands of our brothers are not here. They have no money for their transportation, for they are receiving starvation wages, or no wages at all.

In good conscience, we cannot support wholeheartedly the administration's civil rights bill, for it is too little and too late. There's not one thing in the bill that will protect our people from police brutality.

This bill will not protect young children and old women from police dogs and fire hoses, for engaging in peaceful demonstrations: This bill will not protect the citizens in Danville, Virginia, who must live in constant fear in a police state. This bill will not protect the hundreds of people who have been arrested on trumpedup charges. What about the three young men in Americus, Georgia, who face the death penalty for engaging in peaceful protest?

The voting section of this bill will not help thousands of black citizens who want to vote. It will not help the citizens of Mississippi, of Alabama and Georgia, who are qualified to vote but lack a sixth-grade education. "ONE MAN, ONE VOTE" is the African cry. It is ours, too. It must be ours.

People have been forced to leave their homes because they dared to exercise their right to register to vote. What is there in this bill to ensure the equality of a maid who earns \$5 a week in the home of a family whose income is \$100,000 a year?

**The March on Washington
Actual SNCC Chairman John Lewis' Speech to the March**

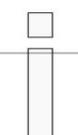
Below is a transcript of the speech that John Lewis actually gave at the March with excerpts from the original speech added to the text.

We march today for jobs and freedom, but we have nothing to be proud of, for hundreds and thousands of our brothers are not here, for they are receiving starvation wages or no wages at all. While we stand here, there are sharecroppers in the Delta of Mississippi who are out in the fields working for less than three dollars per day, 12 hours a day. While we stand here, there are students in jail on trumped-up charges. Our brother James Farmer, along with many others, is also in jail.

We come here today with a great sense of misgiving. It is true that we support the administration's Civil Rights Bill. We support it with great reservation, however. ~~In good conscience, we cannot support wholeheartedly the administration's civil rights bill, for it is too little and too late. There's not one thing in the bill that will protect our people from police brutality.~~ Unless title three is put in this bill, there's nothing to protect the young children and old women who must face police dogs and fire hoses in the South while they engage in peaceful demonstration.

In its present form this bill will not protect the citizens of Danville, Virginia, who must live in constant fear of a police state. It will not protect the hundreds and thousands of people that have been arrested on trumped-up charges. What about the three young men, SNCC's field secretary in Americus, Georgia, who face the death penalty for engaging in peaceful protest?

Look at the U.S. History Document. By yourself, **select five (5)** important points. **With a partner**, each share your five selections, and come to agreement on **three (3)**. Now turn to another pair, each share your three selections, and together, and challenge your foursome to come to agreement on **the ONE single most important point** about this document.

5 – Five (on your own)	3- Three (with a partner)	1- One (as a foursome)
1. 	1.	1. <i>The one (1) most important point.</i>
2. 		
3. 	2. 	
4. 	3. 	

Using Videos

- Eyes on The Prize

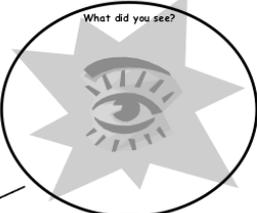
Field Test Edition Fall 2008

VIDEO VIEWING GUIDE

What did you hear?



What did you see?

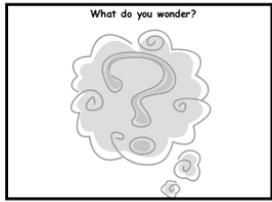


Source: _____

What did you realize?



What do you wonder?



| Department of Social Studies | 178

Common Core Learning Standards

Reading Informational Text

Grade 8

Key Idea 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Common Core Learning Standards

Writing Standards for Social Studies 6-12

Production and Distribution of Writing 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Standard for Literacy in History/Social Studies

Key idea 8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Resources

Teaching American History

www.tahgrant.net/nche-mow.html

Library of Congress Teaching With Primary Sources

www.loc.gov/teachers

American Social History Project/Center for Media and Learning

<http://herb.ashp.cuny.edu/items/show/2050>

New York State K-12 Social Studies Framework

www.engageny.org/resource/new-york-state-k-12-social-studies-framework

Thank You!