1. Choose a Broad Historical Topic:
Use the unit map to identify and lay out major themes for a historical topic as found in the textbook chapter (a unit map template can be found on the UC Berkeley History-Social Science Project website, http://ucbhssp.berkeley.edu/; under the “For Teachers” tab, click on “Planning Templates”). Consider the following question as you do: What is the broad narrative of _____ as found in the textbook chapter? According to the textbook, what are the major themes of _____?

The subheadings in the chapter are useful for identifying the major topics the authors chose to include in the textbook chapter. The example below illustrates what this looks like for a chapter on World War II.

EXAMPLE

Broad Historical Topic: World War II Era

Unit map for identifying specific topic and developing focus question:
CULMINATING LESSON PLAN: Reading and Writing Historical Narrative
Sample Unit Lesson: World War II Era (Grade 11)

a) What is the broad narrative of World War II as found in the textbook chapter? According to the textbook, what are the major themes of World War II?

b) Major themes in textbook chapter as defined by subheadings:

c) Key points discussed under each subheading:
2. Identify a **Specific Historical Topic and Develop a Focus Question:**

Identify a *specific* historical topic for the lesson’s focus. After laying out the broad narrative in the textbook chapter, choose one of the topics to expand upon for closer study, or identify a topic that is noticeably absent from the chapter.

Then, develop an **informational question** for obtaining evidence from primary, secondary, and textbook sources. The purpose of an informational question is to elicit the gathering, sifting, organizing, and ordering of information, and asking appropriate questions of these sources is important to facilitating historical understanding among students. That is, the answer to an informational question represents the foundation of a historical argument or thesis statement—the answer is more than just a series of facts, but depends on the careful selection and consideration of sources to help construct a rich historical narrative.

**EXAMPLE**

**Broad Historical Topic:** World War II Era

**Specific Historical Topic:** Marginalized groups in the US (women, African Americans, Mexican Americans, Asian Americans, and Native Americans)

**Focus Question for Specific Historical Topic:**

<table>
<thead>
<tr>
<th>Focus Question</th>
<th></th>
<th></th>
<th>Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What were the experiences of marginalized groups in the US during World War II? (women, African Americans, Mexican Americans, Asian Americans, and Native Americans)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(some other examples):

*What were the experiences of marginalized groups in the US during WWII Era?*

*How did marginalized groups contribute to the war effort?*

3. **Locate source sets for helping students answer the focus question:**

This step may actually need to be done alongside step #2. That is, you may need to survey what primary and secondary sources are available for classroom use before or as you develop the focus question. The point here is that you want to provide students with a focus question they can answer with primary and secondary sources.

Included in this session supplement is a bibliography for locating primary and secondary sources.
CULMINATING LESSON PLAN: Reading and Writing Historical Narrative  
Sample Unit Lesson: World War II Era (Grade 11)

LESSON IMPLEMENTATION (teacher and student tasks)

1. Students READ for Historical Understanding:  
DAY 1: TERTIARY SOURCE

Review the reading worksheet with students.

- Clearly state lesson objectives before setting students to their task. There are two objectives: 1) to answer the unit focus question; and 2) to understand the differences between primary, secondary, and tertiary sources. Clarifying these goals can help give students further focus as they complete the lesson.
- Discuss the questions with students (to facilitate objective #2). Just a brief discussion of their impressionistic observations about the questions. How does each set of questions seek to understand historical narrative? What types of questions are posed, and for what type of information? How does each set of questions differ from one another? How are they similar? Tip: Use the short paragraph at the top of each handout help facilitate this discussion.
- Encourage students to refer the question side of the handout as they complete the graphic organizer on the reverse side.
- Point out the written component of this reading exercise. Emphasize that the questions are meant to organize students’ notes, and that writing a brief summary—with precise questions for thought—can help synthesize the information they’ve just read.

Students complete the reading and reading worksheet (objective #1).

DAY 2: SECONDARY SOURCE

Review the reading worksheet with students.

- Clearly state lesson objectives before setting students to their task. There are two objectives: 1) to answer the unit focus question; and 2) to understand the differences between primary, secondary, and tertiary sources. Clarifying these goals can help give students further focus as they complete the lesson.
- Discuss the questions with students (to facilitate objective #2). Just a brief discussion of their impressionistic observations about the questions. How does each set of questions seek to understand historical narrative? What types of questions are posed, and for what type of information? How does each set of questions differ from one another? How are they similar? Tip: Use the short paragraph at the top of each handout help facilitate this discussion.
- Encourage students to refer the question side of the handout as they complete the graphic organizer on the reverse side.
- Point out the written component of this reading exercise. Emphasize that the questions are meant to organize students’ notes, and that writing a brief summary—with precise questions for thought—can help synthesize the information they’ve just read.

Students complete the reading and reading worksheet (objective #1).
DAY 3: PRIMARY SOURCE

Review the reading worksheet with students.

- Clearly state lesson objectives before setting students to their task. There are two objectives: 1) to answer the unit focus question; and 2) to understand the differences between primary, secondary, and tertiary sources. Clarifying these goals can help give students further focus as they complete the lesson.
- Discuss the questions with students (to facilitate objective #2). Just a brief discussion of their impressionistic observations about the questions. How does each set of questions seek to understand historical narrative? What types of questions are posed, and for what type of information? How does each set of questions differ from one another? How are they similar? Tip: Use the short paragraph at the top of each handout help facilitate this discussion.
- Encourage students to refer the question side of the handout as they complete the graphic organizer on the reverse side.
- Point out the written component of this reading exercise. Emphasize that the questions are meant to organize students’ notes, and that writing a brief summary—with precise questions for thought—can help synthesize the information they’ve just read.

Students complete the reading and reading worksheet (objective #1).

2. Students PREPARE to WRITE for Historical Understanding:

DAY 4: GROUP DISCUSSION AND OUTLINE

- Within the group, students present what they found in the primary and secondary sources. Everyone must share and take notes that supplement their own.
- Once everyone has shared, students begin to create an outline of how they would write a textbook entry for their particular marginalized group (objective #1). They must consult the information they gathered on all three handouts—that is, they must consult from all three types of sources—in completing the outline. Together, they should weigh the evidence they found and consider which pieces of evidence ought to be included in the textbook entry.
- Debrief and revisit lesson objective #2 with the class. This portion of the reading lesson must be explicitly discussed in order to help reinforce student understanding of differences between types of sources. An exit ticket can be helpful for determining what students know about primary, secondary, and tertiary sources, and to help inform what to review or emphasize in later lessons.
  - How did the sources help answer the unit focus question? In what ways were they helpful, and in what ways were they not helpful?
  - Was there a type of source that was especially useful? Least useful? How so?
  - What are the limitations of each type of source? What are the benefits of using each type of source?
3. Students WRITE to Demonstrate Historical Understanding:
DAY 5: WRITE TEXTBOOK ENTRY

Review handout, focus question, and rubric with students. Remind students to consult their three handouts and the group outline they completed for their proposed textbook entry.

- Remind students to keep the focus question in mind, as they did in developing the outline, when writing the textbook entry. The tentative topic statement they wrote on the outline is a first draft answer to the focus question. As they write the textbook entry, they should consider what their initial answer was to the focus question, but know that they will likely revise it after they’ve written the paragraph. Only after they’ve written the evidence out in complete and coherent sentences will they have a better understanding of how they should answer the focus question. In other words, it’s okay for them to refine their topic sentence after writing their textbook entry—historians research and write with a working argument and only have a finalized argument after writing a dissertation, book, or article. Historians do not set out to find sources to prove a pre-fabricated argument; rather, they rely on sources to help them develop an argument.
- Students may have difficulty actually starting sentences. Included in this session supplement is a list of “sentence starters” to help students along.
- As they finalize their textbook entry, students should make sure they have: a) a topic sentence that answers the focus question; b) a topic sentence that accurately reflects what the reader will find in the textbook entry; c) a textbook entry that uses evidence from both primary and secondary sources (using the classroom textbook is fine, but there really needs to be evidence from primary and secondary sources; d) a brief, yet sufficient explanation of each source used; and e) a textbook entry with a coherent narrative and appropriate evidence for answering the focus question. It might be helpful to provide students with the rubric (more like a checklist) for the textbook entry.
**READING TERTIARY SOURCES**
*Gathering evidence for the focus question*

**Tertiary sources** are synthetic works that provide a broad narrative of a historical topic using secondary sources (textbooks are tertiary sources; lectures can also be viewed as tertiary sources). The purpose of a tertiary source is not to make the type of rigorous argument found in a secondary source, but to present a general knowledge and broad narrative of a historical topic. *A tertiary source, then, is a useful reference tool.*

**Basic questions to consider when reading a textbook chapter**

1) What information in the textbook is helpful for answering the focus question? What historical narrative does the textbook present on this topic?

**Notable events / people / places:**
Which information might be useful for answering the focus question? As you read through the chapter, carefully weigh which events / people / places will be most helpful for answering the focus question.

**Chronology:**
What is the beginning, middle, and end of the narrative? What are the turning points / moments of change in the narrative?

**Historical actors:**
Who is included in the cast of characters?

**Geography / place:**
Where did the narrative take place? Are multiple places mentioned? Are there maps in the chapter that contribute to the narrative? How so?

**Chapter extras:**
How do the images, captions, timelines, maps, graphs, charts, and focus boxes (“Historical Spotlight,” or other vignettes) add to the narrative?

**Questions for Further Inquiry:**
What unspoken assumptions does this narrative contain? What events, places, people, ideas emerge as most important in this narrative? Are there words or phrases that strike you as noteworthy? Why? What remains unknown? That is, what questions about this topic remain for you after reading the textbook narrative?

**SUMMARY—FOR YOUR NOTES:** *Summarize the textbook narrative on this particular topic. Include a brief discussion of what questions for further inquiry remain for you. What type of information and / or sources might help answer your questions?*
FOCUS QUESTION: __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

THE TERTIARY SOURCE:

| Chapter Title: | Textbook Title: ______________________________Author(s): __________________________ |
|               | Date Published: ______________ By whom / where: __________________________________ |

Notable events / people / places for answering the focus question:

Notable events / people / places:

Notable events / people / places:

Notable events / people / places:

Notable events / people / places:

Notable events / people / places:

Notable events / people / places:

Notable events / people / places:

Chronology / relevant dates: | Historical actors: | Place(s): |
|-----------------------------|-------------------|-----------|

Chapter extras: | Important events, places, ideas: | Noteworthy words or phrases: |
|----------------|----------------------------------|-----------------------------|

SUMMARY—FOR YOUR NOTES:

What broad historical narrative does the textbook present on this topic?

What questions about this topic remains for you after reading the textbook narrative?
Secondary sources are monographs (theses, dissertations, scholarly peer-reviewed articles, books) that provide an original argument (interpretation) on a narrow and specialized historical topic by using primary and secondary sources. The historian’s reliance on primary sources and how she relates them to one another to make an argument is what makes her monograph an original piece of historical research. As original research, secondary sources make a scholarly contribution to what other historians have already written about the topic. A central task in reading a secondary source, then, is to understand its argument.

Basic questions to consider when reading a secondary source (an article or chapter)

1) What argument does this historian make about this topic?

Ideally, the argument is stated clearly within the first few paragraphs (or at least within the first page) and then reiterated in the closing paragraph. Oftentimes, though, the historian’s argument is not explicit, and takes some work on your part to figure out. The argument typically becomes apparent after reading through several examples (several paragraphs).

The historian will usually describe how other historians have studied and written about this topic and how his / her research contributes to this scholarly conversation (the body of secondary sources on a given topic is called “historiography”).

2) How does the evidence support the historian’s argument? That is, how does the historian relate the examples to each other in order to make his / her argument? How does the historian tie them together to make a compelling argument?

Examples are typically organized by paragraph and will contain a lot of information—names, dates, quotes, etc.—to help the historian describe the example in a way that supports his or her overall argument. Read through the paragraph once to understand the example in its entirety before getting lost in the details. That is, it’s not always necessary to write down every single detail, but to instead think about how the example supports the historian’s argument. Look beyond these types of details and think about what the historian is trying to say by including this paragraph.

3) How does this historian’s argument change what you already know about this topic? How does it corroborate or challenge what you read in the textbook and / or primary sources?

SUMMARY—FOR YOUR NOTES: Summarize the argument made by the historian in this article / chapter using your notes from these questions.
**FOCUS QUESTION:**

_____________________________________________________________________________
_____________________________________________________________________________

**THE SECONDARY SOURCE:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Historian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Published:</td>
<td>By whom / where:</td>
</tr>
</tbody>
</table>

| Evidence #1: How is this example *useful for answering the focus question*? Include quotes where applicable, as well as page numbers. | Evidence #2: |
| Evidence #3: | Evidence #4: |

What major theme or specific topic is covered in the secondary source? How does this help you answer the focus question? Does it add to what you learned in the textbook and primary sources?

What argument does this historian make about this topic? How does the evidence support that argument?

**SUMMARY—FOR YOUR NOTES:**

What does this historian have to say about this topic?

How does this historian’s argument change what you already knew about this topic? How does it corroborate or challenge what you read in the textbook and / or primary source?
Primary sources are textual (written), visual, audio, and material artifacts created in the historical moment under study. They represent the most direct way to know multiple perspectives about the past without the advantage of being there. Historians read primary sources to: a) know what was said, thought, felt, and done in the past; b) help explore distinct perspectives; and c) piece together—with other primary sources as well as secondary sources—what happened in the past. Reading primary sources is foundational to how historians are able to make sense of the past and develop historical arguments.

Basic questions to consider when reading a primary source

**Sourcing:**
What type of source is it? Is it a newspaper article, letter, political cartoon, etc.?

Who was the author(s)?

When was it written / created / produced?

For whom / what purpose (explicit or implicit)? What about the source suggests it was created for this purpose?

Is there a place associated with the source?

What other information can you pull from this source about how and why it was produced?

What is the historical context in which this source was produced, written, or read? What do you know was happening at this time? (Rely on what you know from the textbook and secondary sources.)

**Content:**

What is happening in the source? Is it telling a story? Recounting a memory or experience? Is the source making an argument? Presenting quantitative information? Is it making a statement with an image? Trying to convince the reader to do something? Does the source describe an event?

What perspectives are present in the source? How does this affect its content? How might this affect the way we understand the source? The meaning we can take away from the source?

Does anything in the source stand out as especially notable? Is there anything in the source that is useful for answering the focus question? A word, phrasing, or language used? Colors in the image, or gestures in the caricature of a political cartoon? What is the text’s tone? What isn’t there?

Why is this noteworthy to you? Is it consistent or inconsistent with what you already know about this topic? Does it differ from what you read in other sources?

**Analysis / Meaning:**

This source is useful for understanding what? For answering what question?

**SUMMARY—FOR YOUR NOTES:** Briefly describe the content of this primary source. What information do you learn from it (whether or not it is related to its purpose)? How does it refine or illuminate what you already knew? How does it corroborate or challenge what you read in the secondary sources and the textbook?
**FOCUS QUESTION:**

Gathering evidence for the focus question

**SOURCING:**

<table>
<thead>
<tr>
<th>Type of source: Author(s) / created by</th>
<th>For what audience / purpose?</th>
<th>When was it produced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a place associated with this source? In what way?</td>
<td>Other info you can pull from this source about how it was produced:</td>
<td>What is the historical context for this source?</td>
</tr>
</tbody>
</table>

**THE PRIMARY SOURCE:**

<table>
<thead>
<tr>
<th>Notable #1: What stands out as <em>useful for answering the focus question</em>? Include quotes where applicable.</th>
<th>Notable #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is this noteworthy?</td>
<td>Why is this noteworthy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notable #3</th>
<th>Notable #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is this noteworthy?</td>
<td>Why is this noteworthy?</td>
</tr>
</tbody>
</table>

What perspectives are present in the source?

How might this affect the way we understand the source?

**SUMMARY—FOR YOUR NOTES:**

Describe this primary source.

How does this primary source refine or illuminate what you already knew? How does it corroborate or challenge what you read in the textbook and / or secondary source?
WRITING FOR HISTORICAL UNDERSTANDING (OUTLINE)

Using primary, secondary, tertiary source evidence for demonstrating historical understanding

Create an outline for writing a revised textbook entry about the topic for which you just read primary and secondary sources. Use the textbook for setting the basic contextual information of the period, but use the primary and secondary sources to expand / flesh out the textbook narrative. Can you add information that was missing entirely, or that was only briefly touched upon?

PART I: OUTLINE

Consider the following as you create your outline:

COMPILING INFORMATION FROM THE SOURCES:

- Sketch out the textbook narrative—key dates, places, people, events—using your notes.
- Consider the primary and secondary sources and which evidence you think ought to be included in your textbook entry. How does it add to the existing textbook narrative? How does it change the narrative? Does it illuminate something mentioned only briefly in the textbook? Does it provide new knowledge to what you read in the textbook?
- Make sure to select evidence that is the most compelling, or best answers the focus question. That is, there is no need to use all the evidence available—though you certainly may—but just those examples that most clearly or convincingly support your narrative.

ORGANIZING THE EVIDENCE:

- Organize your selected evidence in a logical manner. Decide which piece of evidence should be presented first, which should follow another, and which should be discussed last. How you decide to connect your pieces of evidence will vary depending on the topic and the evidence available to you, but there are some basic guidelines that can help you organize. You might rank your evidence from least compelling to most compelling and discuss them in that order; perhaps your evidence can be further organized by subtopic and the order is based on this arrangement; or maybe it’s important to introduce one piece of evidence before you can even begin to discuss another one related to it. Either way, take the time now to organize your evidence (i.e., your thoughts).

USING THE EVIDENCE TO ANSWER THE FOCUS QUESTION:

- Look over the collective evidence you selected to include in your outline. Taken together, what do they reveal about your topic? Specifically, what narrative do they tell that changes the existing textbook narrative? “Change” can mean, for instance, that your selected evidence adds information that was not in the textbook, or it can mean that your evidence provides a deeper understanding of something discussed briefly.
- Write a tentative topic sentence about your outline. In other words: Answer the focus question in one or two sentences and no more. Taken together, what does the evidence reveal about your topic?
FOCUS QUESTION: __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

TEXTBOOK NARRATIVE:
Major dates, places, people, events (it may be helpful to create a timeline):

<table>
<thead>
<tr>
<th>SECONDARY:</th>
<th>PRIMARY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary evidence:</td>
<td>Primary evidence:</td>
</tr>
<tr>
<td>From which source?</td>
<td>From which source?</td>
</tr>
<tr>
<td>Secondary evidence:</td>
<td>Primary evidence:</td>
</tr>
<tr>
<td>From which source?</td>
<td>From which source?</td>
</tr>
<tr>
<td>Secondary evidence:</td>
<td>Primary evidence:</td>
</tr>
<tr>
<td>From which source?</td>
<td>From which source?</td>
</tr>
</tbody>
</table>

ORGANIZE EVIDENCE IN LOGICAL MANNER:
1)
2)
3)
4)
5)
6)

TENTATIVE TOPIC SENTENCE:
Provide a tentative answer to the focus question. Taken together, what does your evidence reveal about this topic?
WRITING FOR HISTORICAL UNDERSTANDING (TEXTBOOK ENTRY)
Using primary, secondary, tertiary source evidence for demonstrating historical understanding

Write a textbook entry using the outline you created about the topic for which you just read primary and secondary sources. Use the textbook for setting the basic contextual information of the period, but use the primary and secondary sources to expand/flesh out the textbook narrative. Can you add information that was missing entirely, or that was only briefly touched upon?

PART II: TEXTBOOK ENTRY

Consider the following as you draft your textbook entry:

- *Briefly describe each piece of evidence and why it is important.* Discuss your evidence by either paraphrasing (i.e., using your own words) or using accurate quotations (paraphrasing is preferred). As you describe each piece of evidence, think about how it answers the focus question, and make sure to say so to ensure the reader understands why you’ve included the example.

- *Think about word choice and how that might affect the way readers receive your textbook entry.* For instance, look back at the textbook and your notes. Were there any words or phrasing in the textbook that emphasized or privileged a particular perspective or narrative? Does your reading of the primary and secondary sources support or challenge the perspective(s) found in the textbook?

- *Revise your tentative topic sentence recorded on your outline graphic organizer to more accurately reflect what you’ve written as the textbook entry.* It is important to revise your topic sentence after you’ve written the textbook entry. It may need some revising since you last wrote it during the preliminary outline stage. Is all pertinent information included in the topic sentence? What about word choice? Does the topic sentence succinctly introduce the reader to the paragraph and what they can expect to read? The topic sentence is where you tell the reader up front what they are about to read. Don’t mislead them because you neglected to revise your tentative topic statement!
FOCUS QUESTION: __________________________________________________________
________________________________________________________________________
________________________________________________________________________

TEXTBOOK ENTRY:

1) Tentative topic sentence (copy from your outline handout):

2) Write the textbook entry using the evidence you selected from the primary and secondary sources. Use the textbook only as needed.

3) Finalized topic sentence:

Rewrite your textbook entry on a blank piece of paper (or type it in a Word doc). Open with your finalized topic sentence (from box #3) followed by your textbook entry (box #2).
RUBRIC CHECKLIST for TEXTBOOK ENTRY
Using primary, secondary, tertiary source evidence for demonstrating historical understanding

FOCUS QUESTION: __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Consider the following as you finalize your textbook entry:

• Does your textbook entry have a topic sentence that answers the focus question?

• Does the topic sentence accurately reflect what the reader will find in the textbook entry?

• Did you use evidence from both primary and secondary sources in your textbook entry? (using the classroom textbook is fine, but there needs to be evidence from primary and secondary sources).

• Did you provide brief, yet sufficient explanations of each source used to help the reader understand how it supports your answer to the focus question?

• Did you write a coherent narrative and use appropriate evidence for answering the focus question?
SENTENCE STARTERS
for completing Source Summaries and the Textbook Entry

SENTENCE STARTERS FOR WRITING THE PRIMARY SOURCE SUMMARY:

This primary source is...[type of source]

It was created / produced / written by...in / around [date].

Its intended audience is / appears to be...

The historical context for this source is... At this time...

From the source we see / learn / know... The source describes / portrays / argues...[what is happening?]

From the source we gain a sense of how / learn how [person / group] felt / thought about...[perspective]

The source also includes...which is noteworthy because...

This source is useful for understanding [analysis / meaning] about the experiences of [group] during the WWII Era.

* * * * *

SENTENCE STARTERS FOR WRITING THE SECONDARY SOURCE SUMMARY:

Historian [full name] argues...about...[group] experience during the WWII Era.

He / she cites several examples, such as [ x, y, z ].

He / she uses [sources] to make his / her argument. He / she used a range of sources, including...

The most compelling example, though, is...

It is convincing because...

It helps advance his / her argument because...

* * * * *

SENTENCE STARTERS FOR WRITING THE TERTIARY SOURCE SUMMARY:

According to the textbook, the experience of [group] during the WWII Era was...

They participated in the war by / in numerous capacities... For example...
They faced serious challenges in terms of... For example...

They played an important role in the war through...

Most of these experiences took place [dates / date range, place]...

Other important people / groups were...because...

Overall, the textbook suggests [group] experiences during the WWII Era was...

SENTENCE STARTERS FOR WRITING THE TEXTBOOK ENTRY:

For the topic sentence:

The experiences of [group] during the WWII Era can be understood as / characterized as...

The impact of the WWII Era on [group] can be understood as / characterized as...

During the WWII Era, [group] encountered a range of experiences...

The WWII Era brought both positive and negative experiences for [group]...

Though a standard narrative of [group] during the WWII Era portrays their experiences as..., evidence suggests...[brief statement—no need to discuss the sources yet]

The experiences of [group] during WWII is typically described as... Evidence suggests, however, that there is more to this narrative, especially in terms of...[brief statement—no need to discuss the sources yet]

For discussing the evidence:

For example / For instance...This demonstrates that...

A clear example of this is found in the experience of [person]. [Describe evidence]

The experience of [person] illuminates / corroborates / challenges this point. [Describe evidence]

[Event] helps to illustrates this. [Describe evidence]

The testimony of / A letter written by / An article published in...demonstrates this clearly. [Describe evidence]
SENTENCE STARTERS
for completing Source Summaries and the Textbook Entry

A political cartoon / The lyrics to a popular song / A well-received film...suggests...

In his / her essay, historian [full name] argues...This supports the idea that...

Historian [full name]’s work corroborates / challenges this. He / she uses [evidence] to contend / assert / make the claim that...
This bibliography is not exhaustive, so teachers should not feel limited to the list presented here. Rather, the goal is to provide teachers with a suggested list of sources that cover a range of themes, people, events, etc. for use at their discretion.


- Website contains several primary source sites, is very accessible, and provides PDFs and MP3s of sources


- Includes primary and secondary sources, webinars, and lessons
- Click on “primary sources” and select theme / time period and will be directed to website with links and / or PDFs with information on resources available and accessible online


- Select time period from menu bar for access to primary sources and synoptic essays written by historians


- Select the “Beyond the Textbook” tab under “History Content” for primary sources, secondary sources, and synoptic essays written by historians


- Centered on California history, but still a useful set of resources
- Search by Themed Collections, California Cultures, Japanese American Relocation Digital Archive, Local History Mapped, and Browse A-Z.

Major Problems in American History Series (Cengage Learning)

- These course readers center on subfields in US history and are often used to support an entire semester of readings in college survey courses
- Include primary and secondary sources
- Compiled and edited by leading historians and scholars
- A sampling for US history:


BIBLIOGRAPHY: PRIMARY AND SECONDARY SOURCES

The Bedford Series in History and Culture (Bedford / St. Martin’s Press).

- These slim readers on specific topics are often used in college survey courses
- Include primary sources, but also synoptic essays as well as secondary essays
- Compiled and edited by leading historians and scholars
- A sampling for US history:


  Akira Iriye, *Pearl Harbor and the Coming of the Pacific War*. The Bedford Series in History and Culture (Bedford / St. Martin’s Press, 1999).


How this skill aligns with the CA Common Core Standards: College and Career Readiness for Reading in History / Social Studies:

**READING: Grades 11-12**

**Key Ideas and Details:**
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting 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 the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

5. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) 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.

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How this skill aligns with the CA Common Core Standards: College and Career Readiness for Reading in History / Social Studies:

READING: Grades 11-12
Key Ideas and Details:
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting 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 the key details and ideas.

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Integration of Knowledge and Ideas:
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) 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.

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2 California Department of Education, 81-82.
CALIFORNIA COMMON CORE STANDARDS (CCS) ALIGNMENT
for More Than Just Facts culminating lesson plan

OUTLINE and TEXTBOOK ENTRY HANDOUTS

How this skill aligns with the CA Common Core Standards: College and Career Readiness in History / Social Studies:

WRITING: Grades 11-12

Text Types and Purposes:
2. Write informative / explanatory texts (narration of historical events): a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

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

5. Develop and strengthen writing as needed by planning*, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (*The outline as a tool for planning is applicable here).

Research to Build and Present Knowledge:
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question); narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

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3 California Department of Education, 85-89.