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Historical Sources [7th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Historical Sources

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Historical Sources and Interpretation

Grade Level: 7

Subject/Topic Area(s): History

Designed By: Beth McPhail

Time Frame: 14 days (block scheduling)

School District (One Designer): Houston Independent School District

School: Patrick Henry Middle School

School Address and Phone: 10702 East Hardy, Houston, TX, 77093
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Brief Summary of Unit (Including curricular context and unit goals):

This unit introduces the concepts and skills associated with historical research and interpretation. Students will learn how to identify primary and secondary sources and how to interpret sources in a variety of formats. They will learn how to identify bias and some of the reasons it exists.

Students will apply these skills of analysis and interpretation in a performance assessment that asks them to interpret a variety of sources about a historical event. Students will create a presentation for their peers in which they explain this event, based on their source analysis.

The purpose of this unit is to prepare students for doing their own historical research and to help them to think more critically about historical information as it is presented to them. An appropriate follow-up unit would include instruction on how to find various sources in the library and on the internet and an assignment of a historical research project.

Unit: Historical Sources and Interpretation

Grade: 7

Stage 1: Desired Results

Understandings

Students will understand that...

- ◆ Primary sources are accounts of the past that were created *at that time* while secondary sources are accounts of the past that were created at a later time.
- ◆ Historians use a combination of primary, secondary, visual, oral and print sources to learn about the past.
- ◆ Both primary and secondary sources can contain bias and incorrect information.

Essential Questions

- ◆ How do we know what happened in the past?
- ◆ Who do we believe and why?
- ◆ Is history always biased?

Knowledge & Skills

- ◆ Differentiate between and use primary and secondary sources to acquire information about Texas (7.21A)
- ◆ Analyze information by categorizing, identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions (7.21B)
- ◆ Identify bias in written, oral, and visual materials (7.21F)
- ◆ Evaluate the validity of a source based on language, corroboration with other sources, and information about the author (7.21G)
- ◆ Create written, oral, and visual presentations of social studies information (7.22D)

Stage 2: Assessment Evidence

Performance Task Summary

- ◆ **What *Really* Happened?** – In groups, students are given a packet of evidence about a historical event, including several different types of sources: primary and secondary sources in print and visual formats. They will sort through the information, interpret and evaluate it, and develop a presentation for their classmates about the event.

Key criteria: Analysis of sources is complete and correct; presentation reflects correct information from a variety of sources; presentation is well-organized and clear

Self/Peer Assessments

- ◆ Self-assess presentation
- ◆ Peers compare presentations on the same event – how did different groups interpret the same information?

Other Evidence, Summarized

- ◆ Exit ticket (Day 1)
- ◆ Written Document Analysis (Day 2)
- ◆ Visual Source Analysis/Reflection (Day 3)
- ◆ Bias Analysis (Day 4)
- ◆ Vocabulary Quiz (Day 5)
- ◆ Exit Ticket (Day 7)

Stage 3: Learning Activities

Block Scheduling – 90 min. periods

DAY 1 – Primary and Secondary Sources

- ◆ Introduce the first essential question – **How do we know what happened in the past?** Ask students to brainstorm possible answers to the question (Think-Pair-Share or Chalk Talk) and create a class list. Tell students that all of these sources of information combine to form a *historical record*.
- ◆ Using the Concept Attainment model (examples and non-examples), help students create definitions for *primary source* and *secondary source*. Explain that historians use a combination of primary and secondary sources to determine what happened in the past.
- ◆ Compare a short primary source with a short secondary source (p. 126-7 in *Texas and Texans*). Ask students what the similarities and differences are, and ask them to predict the advantages and disadvantages of using each type of source.
- ◆ In pairs, give students a list of sources. Ask them to classify each source as a primary or secondary source, and give one advantage and one disadvantage of using that source. Have groups share answers with the class.
- ◆ **Exit ticket: “Would you rather learn about an event from a primary source or a secondary source? Why?”**

DAY 2 – Print Sources

- ◆ Review primary and secondary sources by citing examples and having students hold up signs that read “primary” or “secondary”.
- ◆ Introduce the words *print source*, *visual source*, *artifact*, and *oral source*. Show students their list of possible sources from Day 1 and classify them according to the new vocabulary words.
- ◆ Students will begin analyzing a primary print source: Thomas J. Green’s account of the Mier Expedition. Give students some background information about the Mier expedition and define several words (students take notes in their spiral notebooks).
- ◆ Remind students that as they read, they will use the PLORED reading strategy (predict, locate, organize, read, evaluate, decide). Review the parts of the strategy. (Because students will not be answering comprehension questions after the reading, they will not complete the ED steps of the strategy.)
- ◆ As a class, read the document using the following steps:
 - Predict – students look at the title and their background knowledge and make some predictions about what they will read.
 - Locate – students locate the new words and match them to the definitions in their spirals.
 - Organize – students number the paragraphs and set up a note-taking structure in their spirals.
 - Read – students read the document silently. They then reread it as a class, making notes in their spirals (one-sentence summaries).
- ◆ Introduce the Written Document Analysis worksheet. Check for understanding of each of the questions. In pairs, students will complete the **Written Document Analysis Worksheet** based on their reading of “Drawing the Black Beans”

DAY 3 – Visual Sources

- ◆ In pairs, give students cards with examples of sources. Ask students to classify them into primary or secondary sources. Then ask students to reclassify them into oral, visual, or print sources.
- ◆ Tell students that they will be focusing on visual sources today. As a class, brainstorm types

of visual sources (photographs, cartoons, paintings, artifacts, etc.).

- ◆ Distribute copies of a political cartoon (“TAKS”). Have students add the definition of *political cartoon* to their vocabulary list. As a class, discuss the main idea of the cartoon.
- ◆ Introduce the Visual Source Analysis worksheet. As a class, complete the worksheet analyzing the political cartoon.
- ◆ In groups, have students rotate to different stations where they will analyze different visual sources using the worksheet. When they have cycled through all the stations, students will reflect on the experience by answering the Visual Source Analysis Reflection Questions.
- ◆ At the end of the period, they will turn in all their **Visual Source Analysis Worksheets** in a packet that also includes their answers to the **Visual Source Analysis Reflection Questions**.

DAY 4 – Bias/Point of View

- ◆ Distribute copies of “The Bracelet,” a story told from three different points of view. Students will get one of the stories, but will not be told that there are three different versions of the story. They will be asked to read the stories and answer the question: “Did Michael do the right thing?” Ask students to move to different sides of the room based on their answer. Then ask students to discuss their answers. During the discussion, they will begin to realize that they have read different stories.
- ◆ Introduce the word *bias*. Tell students that both primary and secondary sources may contain bias. Pass out a copy of “Questions to Ask” and discuss ways of determining the objectivity or validity of sources.
- ◆ In groups, ask students to reconsider the sources they have already analyzed as a class (“Drawing the Black Beans,” visual sources from Day 3) using the “Questions to Ask” as a guide. For each source, **ask students to write 1-2 sentences about the level of bias in the source and the reason they believe bias exists**.
- ◆ Using a card sort, review vocabulary words in preparation for quiz.

DAY 5 – Sorting Information/Oral Sources

- ◆ Briefly review vocabulary from previous days, give **Vocabulary Quiz**.
- ◆ Practice analyzing an oral source. Tell students that when they’re listening to an oral source, they may not be able to understand or retain every piece of information, but that they can use clues in the structure of the source and the speaker’s inflection to determine which pieces are the most important. Give examples.
- ◆ Have students listen to a pre-recorded speech. While they are listening, they will have a copy of the speech. They will highlight the key points of the speech in one color and the parts they do not understand in another color. After the speech, ask students to determine the main idea in pairs. Discuss key points as a class; point out to students that even though they may not have understood the entire speech, they could come up with a main idea.
- ◆ Tell students they will be practicing the skills they have learned over the past few days by completing a project. Today they will work a sample version of the project.
- ◆ Pass out sample source packets (4-5 sources about a historical event). As a class, sort through the sources and decode them, check them for bias, and pull out important information. Check to see if any of the information conflicts, and determine the source of those conflicts. Finish by creating a narrative of the historical event which takes these findings into account.

DAY 6 – “What Really Happened?”

- ◆ In groups, students are given a packet of sources about a historical event. These sources should be primary and secondary, and should be presented in a variety of formats. They should also include some bias and conflicting information. Two groups in each class should receive identical packets. ****Note: One sample packet has been created for this unit. Several**

*more will need to be created in order to teach the unit.***

- ◆ Students analyze these sources in their groups, following the same procedure from Day 4. They fill out appropriate **analysis worksheets for each source** and develop a narrative about the historical event.
- ◆ Groups will develop a 3-5 minute presentation about their historical event. The presentation should include some visual aids (sources from the packet and student-created) and should be well-organized (i.e., individual students know what they will be saying and in what order they will be saying it).

DAY 7 – “What *Really* Happened?” - Presentations

- ◆ Briefly go over techniques and expectations for public speaking. Show students the **presentation rubric** that will be used to evaluate their presentation.
- ◆ Groups will make their presentations to the class. After each group finishes, ask the class for 3-4 *positive* comments about the presentation. Once two groups have presented on the *same* event, stop and **compare the ways in which the two groups interpreted the same information**. After the first two groups, discuss the comparison as a class and have students write down the findings. At each stopping point, ask students to do more of the comparison on their own.
- ◆ After all groups have presented, have students fill out a **self-evaluation** form on their presentation.
- ◆ Ask students the essential question – “**Is history always biased?**” Students may reflect individually, discuss in pairs, and then respond individually in paragraph form as an **exit ticket**.

Concept Attainment

Examples	Non-Examples
Letter	Textbook
Journal	Encyclopedia
Photograph	Lecture on a historical topic
Newspaper article	Book about a historical topic
Birth certificate	Website about a historical topic
Court records	
Roman statue	

Procedure:

1. Present examples and non-examples one at a time, explaining each.
2. Allow students to propose examples and non-examples; write them down if they are correct.
3. Have students propose definitions of the concept.
4. Give students name of concept and definition.

Types of Sources

Letter from a soldier to his family during World War II	Primary or secondary?	Advantage:
		Disadvantage:
Textbook written by a history professor from the University of Texas	Primary or secondary?	Advantage:
		Disadvantage:
Photograph of the World Trade Center taken on September 11, 2001	Primary or secondary?	Advantage:
		Disadvantage:
Speech made by Abraham Lincoln while he was running for president	Primary or secondary?	Advantage:
		Disadvantage:
Original copy of the Declaration of Independence	Primary or secondary?	Advantage:
		Disadvantage:
Lecture from your history teacher about the Battle of the Alamo	Primary or secondary?	Advantage:
		Disadvantage:
Website describing the history of Cinco de Mayo	Primary or secondary?	Advantage:
		Disadvantage:
Article from a newspaper published in New York City during the American Revolution	Primary or secondary?	Advantage:
		Disadvantage:
Painting by an American artist showing life in the Roman Empire	Primary or secondary?	Advantage:
		Disadvantage:
A rifle used during the Texas Revolution	Primary or secondary?	Advantage:
		Disadvantage:

Background Information: Mier Expedition

- Texas won independence from Mexico in 1836
- Border dispute: Mexico claimed the border was the Nueces River, Texas claimed the border was the Rio Grande
- Texas army was raiding the disputed territory (between the two rivers)
- Texans attacked the town of Mier; 176 Texans were captured by the Mexican army

Words to define:

melancholy – sad, gloomy

perfidious – disloyal, dishonest

countenance – face, expression

exemption – exception, immunity

contempt – disrespect, hatred

Name: _____

Period: _____ Date: _____

Written Document Analysis Worksheet

1. Title of document: _____

2. Type of document: _____

Circle one: primary source secondary source

3. Date(s) of document: _____

4. Notes about the appearance of the document:

5. Author/creator of document: _____

Who was this person?

6. Purpose of document: _____

How do you know? (text evidence)

7. Audience of document: _____

8. Three important facts learned from the document:

A. _____

B. _____

C. _____

9. Two things you can *infer* about the historical event/time period:

A. _____

B. _____

10. One question to the author that is left unanswered:

Name: _____

Period: _____ Date: _____

Visual Source Analysis Worksheet

Title/Name of source: _____

General Information	Pictures/Visuals
<p>Type of source: _____</p> <p>primary secondary</p> <p>Author/creator:</p> <p>Date(s):</p> <p>Materials used:</p>	<p>Objects:</p> <p>People (describe each):</p> <p>Action:</p> <p>Colors:</p>
Words (if applicable)	Interpretation
<p>List words/phrases used:</p> <p>Emotions/mood: (give evidence)</p>	<p>Symbols used:</p> <p>Purpose:</p> <p>Main idea: (give evidence)</p>

Washington Crossing the Delaware

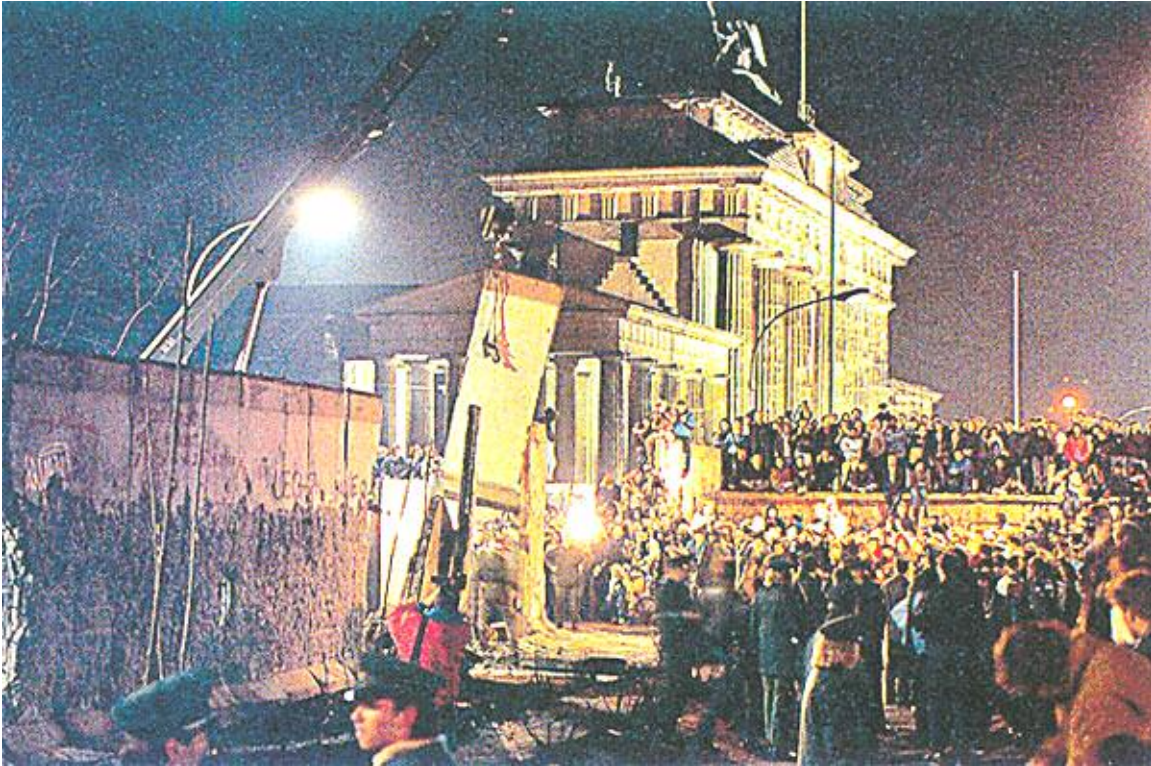


Emanuel Gottlieb Leutze
1851
Oil on canvas, 379 x 648 cm
Metropolitan Museum of Art, New York

This painting shows an event that took place during the American Revolution. On Christmas night, 1776, General George Washington and his American troops crossed the Delaware River and attacked the Hessian troops (Germans who had been hired to fight for Britain). The Hessians were taken by surprise and the Americans won the battle.

“The Battle of Trenton.” BritishBattles.com. www.britishbattles.com/battle-trenton.htm. June 9, 2006.

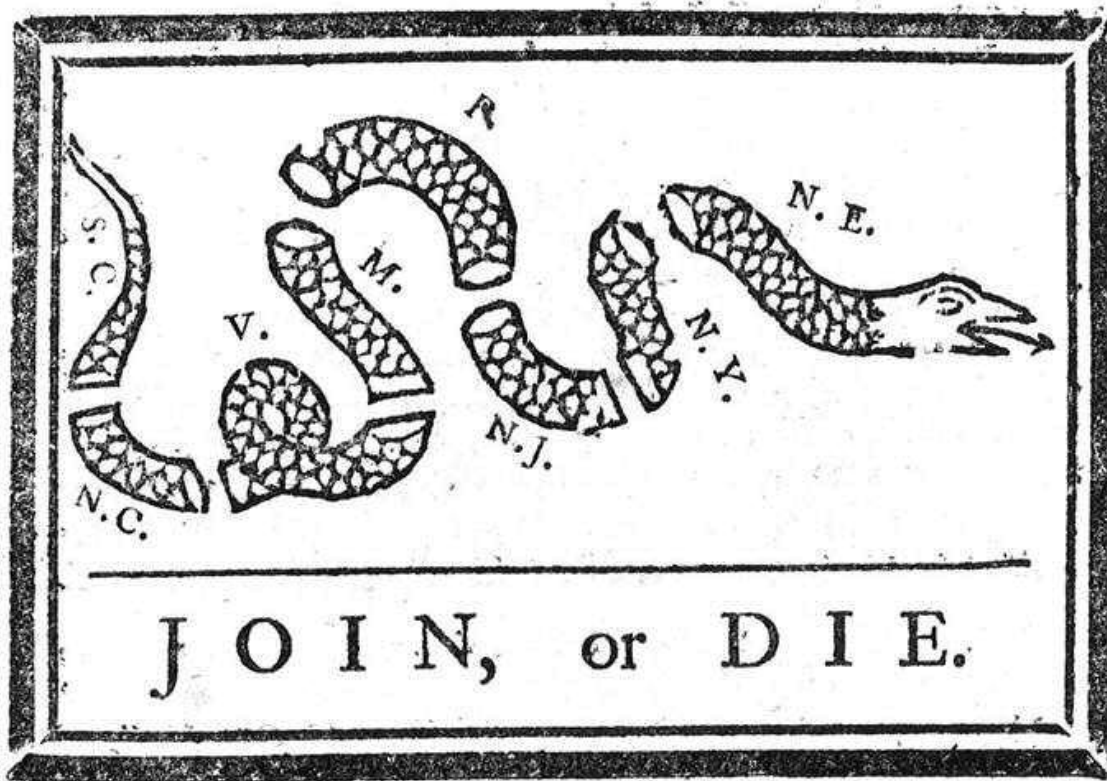
The Fall of the Berlin Wall



After World War II, Germany was divided into two sections. East Germany became communist, and West Germany became capitalist (like the United States). To keep people from going from one section to the other, a wall was built in 1961 in the capital city of Berlin. The Berlin Wall sometimes divided families and caused many hardships for the people of Berlin. In 1989, the wall was finally torn down and Germany was reunited.

<http://www.defence.gov.au/news/raafnews/editions/4711/letters.htm>

“Join, or Die”



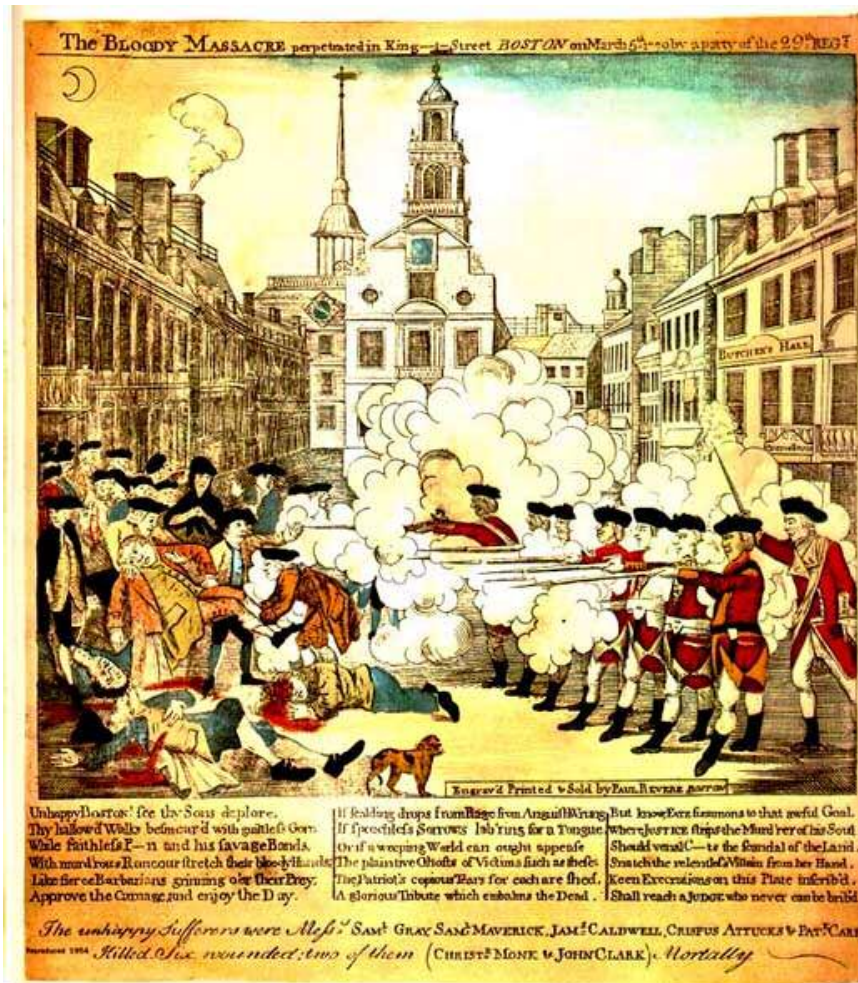
Benjamin Franklin
Pennsylvania Gazette
May 9, 1754

In 1754, the British colonies in America were facing threats from the French and Indians in the West. Franklin gave the colonists advice about what they should do through this cartoon.

N.E. – New England
N.Y. – New York
N.J. – New Jersey
P – Pennsylvania
M – Maryland
V – Virginia
N.C. – North Carolina
S.C. – South Carolina

www.loc.gov/exhibits/us.capitol/s1.html

“The Boston Massacre”



Paul Revere
Boston Gazette
 March 31, 1770

In 1770, tensions were growing between the American colonists and their British rulers. On the night of March 5, 1770, a mob of men and boys were taunting (teasing) some British soldiers in Boston. A fight broke out and shots were fired. Five men were killed. Paul Revere, who lived in Boston at the time, created this illustration of the event.

“Paul Revere’s Engraving – Explained.” [Boston Massacre Historical Society.](http://www.bostonmassacre.net/gravure.htm)
www.bostonmassacre.net/gravure.htm. June 9, 2006.

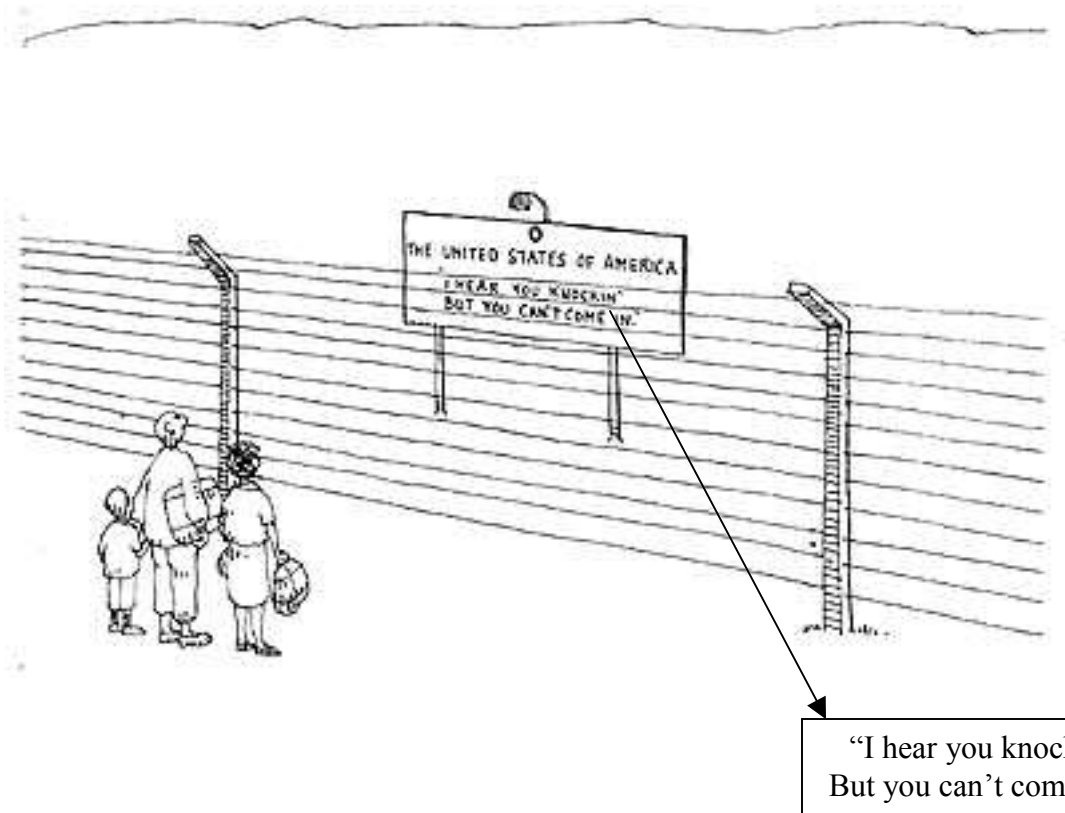
Moon Landing



Photograph of John W. Young
Taken by Charles M. Duke
Apollo 16 Lunar Mission
April 20, 1972

“Young.” Great Images in NASA. [grin.hq.nasa.gov/ BROWSE/JSC_10.html](http://grin.hq.nasa.gov/BROWSE/JSC_10.html). June 9, 2006.

“Immigration”



Simon Bond

www.cartoonstock.com. June 9, 2006.

Visual Source Analysis – Reflection

1. Which source was the easiest to analyze? Why do you think so?
2. Which source gave you the most information about a historical event?
3. Which source was the hardest to analyze? Why?
4. Why do you think historians use several different sources to find out about one event?
5. Give an example of a source you examined which contained incorrect information. How do you know it was incorrect?

Questions for Identifying Bias/Credibility

1. Was the creator of the source on a particular side? Which one?
2. Did the creator have first-hand knowledge of the event/time period?
3. Was the source created through a spur-of-the-moment act, or a thoughtful, deliberate process?
4. Was the source meant to be public or private?
5. Did the creator want to *persuade* others? Explain.
6. Did the creator have any reasons to be dishonest? What were they?
7. Are there any *loaded words* in the source? List them.
8. Does the creator portray any *stereotypes*? What are they?
9. Do you believe the creator is biased? In what way?
10. Do you trust this source? Are there any details that you think are *not* true?

Name: _____
Period: _____ Date: _____

Vocabulary Quiz

Match the vocabulary words with their definitions.

- | | |
|----------------------------|--|
| 1. _____ historical record | A. ways to find out about the past by speaking and listening |
| 2. _____ primary source | B. a source that was created <i>after</i> the historical event |
| 3. _____ secondary source | C. ways to find out about the past by observing pictures/things |
| 4. _____ print sources | D. sources that historians use to learn about the past |
| 5. _____ visual sources | E. an object created or changed by humans |
| 6. _____ oral sources | F. a drawing designed to persuade or make an argument |
| 7. _____ artifact | G. a source that was created <i>at the time</i> of the historical event |
| 8. _____ political cartoon | H. an unreasonable judgment that affects the way a person views an event |
| 9. _____ bias | I. ways to find out about the past by reading and writing |

11. Give **two** examples of primary sources.

12. Give **two** examples of secondary sources.

Oral Source – “I Have a Dream” by Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, When we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

"The I Have a Dream Speech." The U.S. Constitution Online.
<http://www.usconstitution.net/dream.html>. June 8, 2006.

Audio Versions

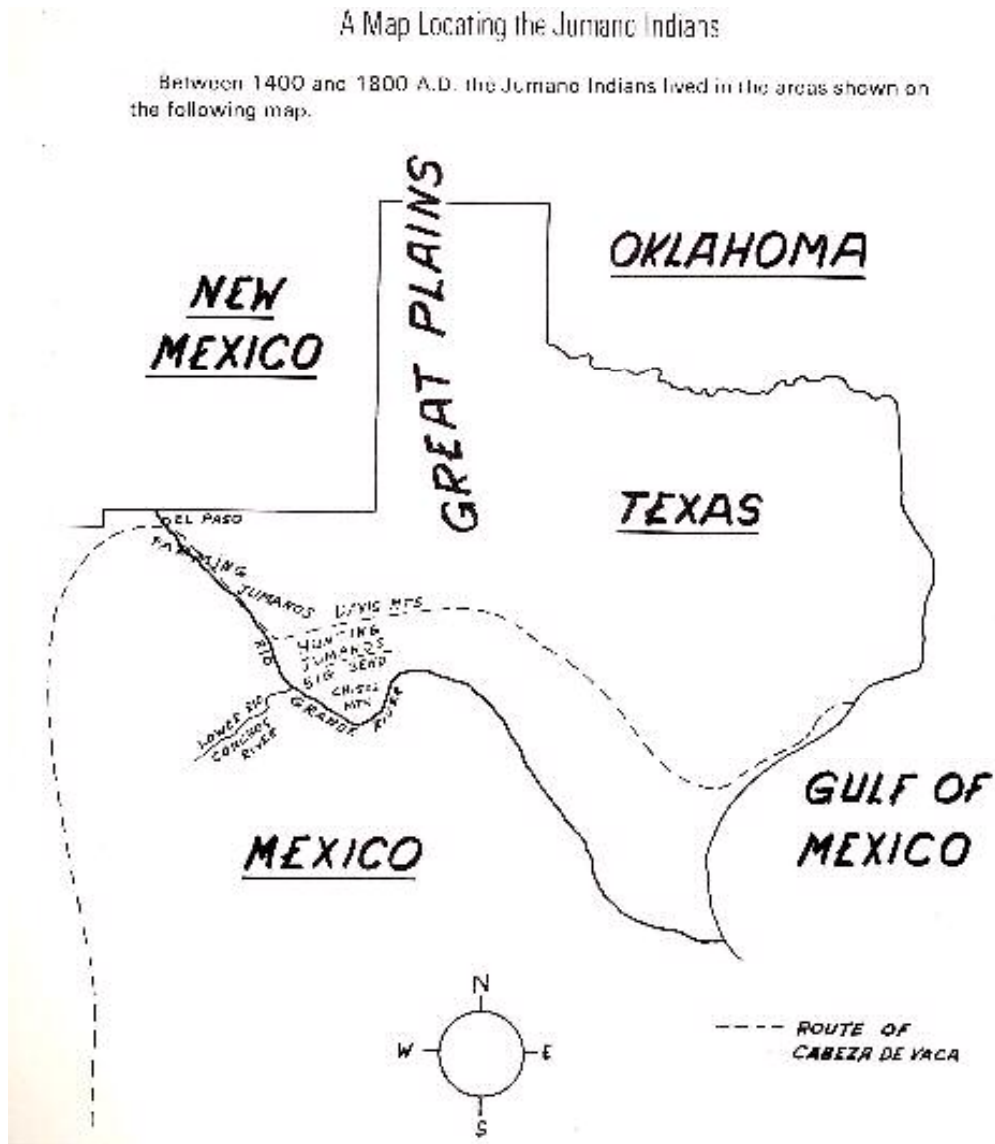
www.americanrhetoric.com/top100speechesall.html

www.stanford.edu/group/King/popular_requests/popular_king.htm

www.mccsc.edu/~kmcglaun/mlk/dream.htm

SAMPLE SOURCE PACKET

Source 1



Kownslar, Allan O., ed. "Inquiring about Early American Indian Life: The Jumanos." *Teaching American History: The Quest for Relevancy*. National Council for the Social Studies: Washington, D.C., 1974.

Source 2

The Jumanó Indians

As you can see by the map on Card 2, the Jumanó Indians long ago lived either as settled farmers or as hunters. Those who farmed wrestled their living from garden plots between the valleys of the Rio Grande and the lower Rio Conchos Rivers. Jumanos who spent most of their time hunting for a living usually settled between the Chisos and Davis Mountains in Texas. At one time, both of these groups of Jumanos may have numbered as many as 15,000 people.

By 1800, however, all the Jumanos had vanished. Some had been killed by Spaniards seeking Indian slaves to work in Spanish silver mines in Mexico. Other Jumanos died while working in those mines. Some were killed by warlike Apache Indian tribes from the Great Plains. Faced with severe droughts or dry spells and poor crops in the early 1700's, most of the rest of the Jumanos left their lands and were finally absorbed into either the Spanish-Mexican way of life in Mexico or surrendered and became buffalo hunters with the feared Apache tribes of the plains. Thus, by 1800 it became impossible for anyone to be able to locate and identify a full-blooded Jumanó. They had simply ceased to exist.

Although gone, the Jumanos nevertheless left behind some evidence about their ways of life. Examples of that evidence are what you will examine on Cards 4-10.

Adapted from W. W. Kownslar, Jr., *Indians at Texas: From Prehistory to Modern Times*, Copyright © 1961 by the University of Texas Press, pp. 226, 228, 232, 233. Used by permission.

Source 3

Cabeza de Vaca and the Jumanos

Cabeza de Vaca was one of the best known of the European explorers to actually view Jumanó life. He was a member of a Spanish expedition sent to conquer the vast area between Florida and eastern Mexico in 1528. The 300-man expedition went ashore on the west coast of Florida, but then decided to build barges and make their way by water along the coast to Mexico. Before long, however, all the barges were lost in storms. Cabeza de Vaca's barge went aground on the Texas coast. Of the 300 men who began the trip to Mexico, only four arrived there: Cabeza de Vaca, Alonso del Castillo, Andres Dorantes, and a black named Estevanico. Those four men spent eight years (1528-1536) among the Indians of Texas, sometimes as captives, sometimes as traders, and sometimes as medicine men.

After his arrival in Mexico City, Cabeza de Vaca wrote about his experiences and had them published in a book called a *journal*. The following selection from that journal is an adapted English translation from the Spanish written by Cabeza de Vaca. In this selection Cabeza de Vaca described one part of Jumanó Indian life.

The Jumanos fill the half of a large bowl with water, and throw on the fire many stones of such as are most convenient and readily take the heat. When hot, they are taken up with tongs of sticks and dropped into the bowl until the water boils from the heat of the stones. Then whatever is to be cooked is put in, and until it is done they continue taking out cooled stones and throwing in hot ones. They boil their food.

Adapted from Francis Watkins Hodge (ed.), "The Narrative of Álvar Núñez Cabeza de Vaca," *Spanish Explorers in the Southern United States* (San Antonio, 1907), p. 104.

Source 4

Antonio de Espejo and the Jumanos

Antonio de Espejo came to Mexico as a cattleman but eventually became famous for exploring much of New Mexico and West Texas. As an explorer for Spain, he met the Jumano Indians. In the following account he tells about some parts of Jumano life in 1583. The term "pueblo" as used in this selection was one the Spanish explorers used to describe many of the Indian villages in the Southwest. A description of how the Jumanos made a pueblo home is on Card 8. An illustration of one such pueblo home appears on Card 10.

After we convinced the Jumanos we meant no harm to them, all the people came down within half an hour, making musical sounds with their mouths similar to those of the flute. They kissed the hand of the priest with us, whom we had along. And all, both young and old, offered everyone maize, beans, gourd vessels, buffalo skins, and bows and arrows.

At every pueblo we visited, the Indians kissed the priest's hand and brought presents, and in all these pueblos we were received with much rejoicing and music which they made with their mouths as I have described above. Besides this peaceful and friendly greeting they were treated to dances and other celebrations. They made music by beating their hands while sitting around a big fire. They sang, and in time with the singing they danced, a few rising from one side and others from the opposite, performing their dances two, four, and eight at a time.

Adapted from Hammond and Roy, *op. cit.*, pp. 60-62, 67. *Newspaper, Indexes of Texas*, v. 244.
Used by permission.

Source 5

A Modern Illustration of Jumano Life

Since we do not have available any paintings done of Jumano life while those people lived, some artists today have tried to recreate what explorers such as Hernan Gallegos had written about those now-vanished Indians. You may recall, for example, on Card 8 that Gallegos had written about the Jumanos, "Standing on top of their houses they showed great merriment on seeing us." An artist recently took that quotation and other early descriptions of Jumano life and drew the following picture. It shows how some Jumano Indians may have greeted those early Spanish explorers.

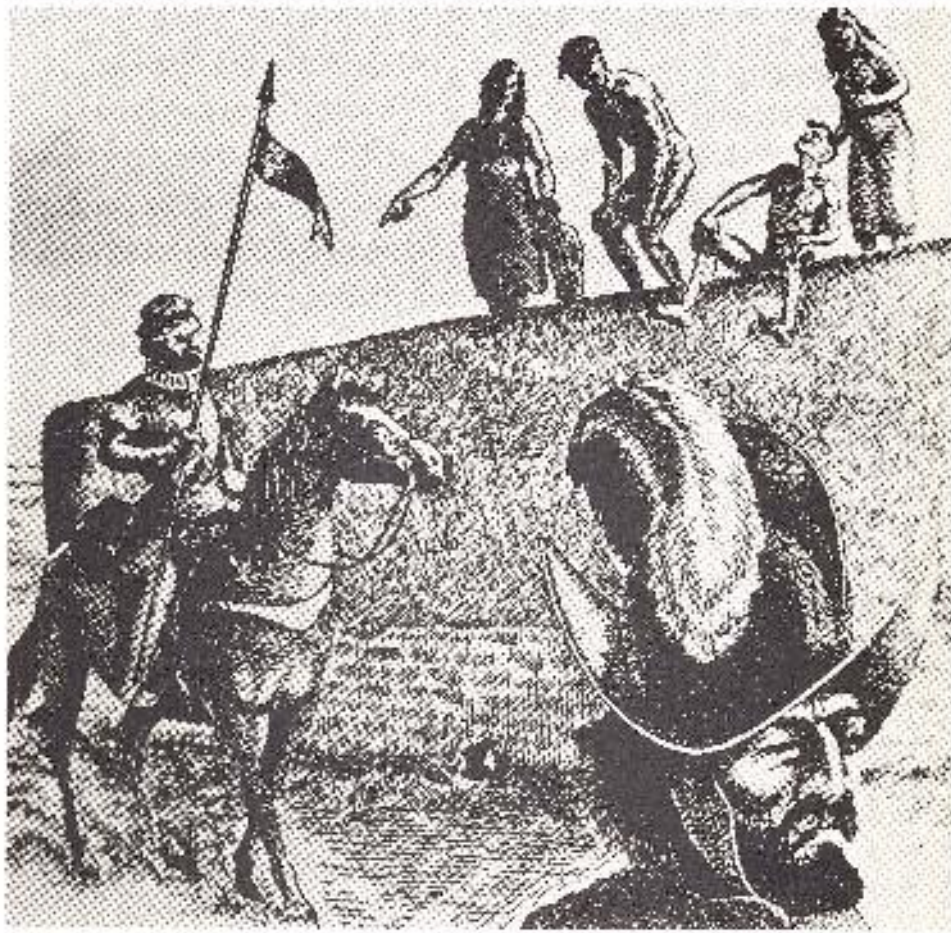


Illustration from Newberry, *Indians of Texas*, 3: 240. Used by permission.

Kownslar, Allan O., ed. "Inquiring about Early American Indian Life: The Jumanos." *Teaching American History: The Quest for Relevancy*. National Council for the Social Studies: Washington, D.C., 1974.

Source 1

The following summary is taken from an 8th grade US History textbook. The authors are university professors and teachers.

The Boston Massacre

In the fall of 1768, 1,000 British soldiers (known as redcoats for their bright red jackets) arrived in Boston under the command of General Thomas Gage. With their arrival, tension filled the streets of Boston.

Since the soldiers were poorly paid, they hired themselves out as workers, usually at rates lower than those of American workers. Resentment against the redcoats grew. Soldiers and street youths often yelled insults at each other. "Lobsters for sale!" the youths would yell, referring to the soldiers' red coats. "Yankees!" the soldiers jeered. Yankee was supposed to be an insult, but the colonists soon took pride in the name.

On March 5, 1770, tensions finally exploded into violence. A group of youths and dockworkers – among them Crispus Attucks – started trading insults in front of the Custom House. A fight broke out, and the soldiers began firing. Attucks and four laborers were killed.

Garcia, Jesus, et. al. Creating America: A History of the United States. Dallas, TX: McDougal Littell, 2003.

Source 2

A Short Narrative of the Horrid Massacre in Boston. Printed by Order of the Town of Boston.

THE HORRID MASSACRE IN BOSTON, PERPETRATED IN THE EVENING OF THE FIFTH DAY OF MARCH, 1770, BY SOLDIERS OF THE TWENTY-NINTH REGIMENT WHICH WITH THE FOURTEENTH REGIMENT WERE THEN QUARTERED THERE; WITH SOME OBSERVATIONS ON THE STATE OF THINGS PRIOR TO THAT CATASTROPHE

At the end of the late [French and Indian] war,...a happy union subsisted between Great Britain and the colonies. This was unfortunately interrupted by the Stamp Act; but it was in some measure restored by the repeal of [the Stamp Act]. It was again interrupted by other acts of parliament for taxing America; and by the appointment of a Board of Commissioners...

The residence of the Commissioners here has been detrimental, not only to the commerce, but to the political interests of the town and province; and not only so, but we can trace from it the causes of the late horrid massacre.

While [Boston] was surrounded by a considerable number of his Majesty's ships of war, two regiments landed and took possession of it; and to support these, two other regiments arrived some time after from Ireland; one of which landed at Castle Island, and the other in the town.

It was not expected, however, that such an outrage and massacre, as happened here on the evening of the fifth instant, would have been perpetrated. There were then killed and wounded, by a discharge of musketry, eleven of his Majesty's subjects, viz.:

Mr. Samuel Gray, killed on the spot by a ball entering his head.

Crispus Attucks, a mulatto, killed on the spot, two balls entering his breast.

Mr. James Caldwell, killed on the spot, by two balls entering his back.

Mr. Samuel Maverick, a youth of seventeen years of age, mortally wounded; he died the next morning.

Mr. Patrick Carr mortally wounded; he died the 14th instant.

Christopher Monk and John Clark, youths about seventeen years of age, dangerously wounded. It is apprehended they will die.

Mr. Edward Payne, merchant, standing at his door; wounded.

Messrs. John Green, Robert Patterson, and David Parker; all dangerously wounded.

The actors in this dreadful tragedy were a party of soldiers commanded by Capt. Preston of the 29th regiment. This party, including the Captain, consisted of eight, who are all committed to jail.

There are depositions in this affair which mention, that several guns were fired at the same time from the Custom-house; before which this shocking scene was exhibited. Into this matter inquisition is now making. In the meantime it may be proper to insert here the substance of some of those depositions.

Benjamin Frizell, on the evening of the 5th of March, having taken his station near the west corner of the Custom-house in King street, before and at the time of the soldiers firing their guns, declares (among other things) that the first discharge was only of one gun, the next of two guns, upon which he...thinks he saw a man stumble; the third discharge was of three guns, upon which he thinks he saw two men fall; and immediately after were discharged five guns, two of which were by soldiers on his right hand; the other three, as appeared to the deponent, were discharged from the balcony, or the chamber window of the Custom-house, the flashes appearing on the left hand, and higher than the right hand flashes appeared to be, and of which the deponent was very sensible, although his eyes were much turned to the soldiers, who were all on his right hand.

"Eyewitness Accounts of the Boston Massacre." *History Wiz*.

<http://www.historywiz.com/primarysources/eyewit-boston.htm>. June 9, 2006.

Source 3

Excerpt from the report of Captain Thomas Preston (British officer), made shortly after the event:

...In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him...

I immediately sent a noncommissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act. They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance. ..

The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired ...

While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

“Eyewitness Accounts of the Boston Massacre.” *History Wiz*.

<http://www.historywiz.com/primarysources/eyewit-boston.htm>. June 9, 2006.

Source 4

Drawing of the Boston Massacre
Henry Pelham (citizen of Boston)
April 1770



“Portrait of Crispus Attucks in Boston Massacre.” *Africans in America*.
www.pbs.org/wgbh/aia/part2/2h3147b.html. June 9, 2006.

Source 5

Picture of the grave in which victims of the Boston Massacre are buried in Boston.



Source 6

Witness statements from the trial of the British soldiers.

Ebenezer Hinkley

Just after 9 o'clock heard the Cry of Fire. I saw the party come out of the Guard House. A Capt. cried out of the Window "fire upon 'em damn 'em." I followed 'em down before the Custom House door. Capt. Preston was out and commanded 'em. They drew up and charged their Bayonets. Montgomery pushed at the people advancing. In 2 or 3 minutes a Boy threw a small stick over hand and hit Montgomery on Breast. Then I heard the word fire in 1/4 minute he fired. I saw some pieces of Snow as big as Egg thrown. 3 or 4 thrown at the same time of pushing on the other End of the file, before 1st gun fired. I was a [meter] from Capt. Preston. Could not hear him give Order to fire...

Daniel Calef

I was present at the firing. I heard one of the Guns rattle. I turned about and looked and heard the officer who stood on the right in a line with the Soldiers give the word fire twice. I looked the Officer in the face when he gave the word and saw his mouth. He had on a red Coat, yellow Jacket and Silver laced hat, no trimming on his Coat. This Prisoner is the Officer I mean. I saw his face plain, the moon shone on it. I am sure of the man though I have not seen him since before yesterday when he came into Court with others. I knew him instantly. I ran upon the word fire being given about 30 feet off.

Matthew Murray

I heard no order given. I stood within two yards of the Captain. He was in front talking with a Person, I don't know who. I was looking at the Captain when the Gun was fired.

Daniel Cornwall

Capt. Preston was within 2 yards of me before the Men nearest to the right facing the Street. I was looking at him. Did not hear any order. He faced me. I think I should have heard him. I directly heard a voice say Damn you why do you fire. Don't fire. I thought it was the Captain's then. I now believe it. .

William Sawyer

The people kept huzzaing. Damn 'em. Daring 'em to fire. Threw Snow balls. I think they hit 'em. As soon as the Snow balls were thrown and a club a Soldier fired. I heard the Club strike upon the Gun and the corner man next the lane said fire and immediately fired. This was the first Gun. As soon as he had fired he said Damn you fire. I am so sure that I thought it was he that spoke. That next Gun fired and so they fired through pretty quick.

Source 7

Alternative view of the Boston Massacre:

The Boston Massacre was not really a massacre, but more like a riot. In fact only five people died.

One of the most common myths is that the Boston Massacre was the event that led to the Revolutionary War. In fact, many important events led up to the massacre. It was called a massacre by the use of propaganda. It mainly started by the British trying to enforce laws.

British Soldiers were sent to America to enforce the Proclamation and to maintain order but their presence just made matter worse.

It all started March 5 by a couple of boys throwing snowballs at British soldiers. A crowd soon gathered throwing ice and making fun of them. Soon after, the British started firing wildly. Other weapons were clubs, knives, swords, and a popular weapon, your own bare hands.

The people that died are: Crispus Attacks, one of the more famous people who was an African American sailor, Samuel Gray, a worker at rope walk, James Caldwell, a mate on a American ship, Samuel Maverick, who was a young seventeen year old male, and Patrick Carr, a feather maker.

The purpose of the Boston Massacre was to try to make liberal and moderate people become radicals. It was really an accident and the radicals tried to use propaganda and turn something small into something big. The British soldiers were accused of Murder and manslaughter. To represent them was John Adams, a relative of Samuel Adams. Adams wanted the trial to get over and didn't want the truth to come out. The Boston Massacre and misleading visual representation by Paul Revere could have been one cause of a later war.

The Boston Massacre increased the hatred between the Americans and the British. The radical people tried to use this minor event as propaganda. Paul Revere and Samuel Adams were happy the few colonists died because they used it as propaganda so the colonist would get mad at the British. Whenever the word propaganda is used it means the truth is stretched in order to make a point.

SOURCE ANALYSIS

1. Sort through sources and divide them into primary and secondary sources.
2. Examine each source carefully, using the PLORED strategy if applicable and taking notes on a separate sheet of notebook paper (1 per source).
3. For each primary source, fill out a **Written Document Analysis Worksheet** or a **Visual Source Analysis Worksheet** and answer the **Questions for Identifying Bias/Credibility**. Staple the analysis worksheets to your notes.
4. Repeat Step #2 for each secondary source.
5. Decide which sources are too biased or incorrect to be used. Write **NOT USED** across the top of your notes for these sources, and make sure to include the **reason** that you decided not to use it.
6. As a group, fill out the **Event Details** worksheet. As you write down the details of your historical event, tell which source you took the information from.
7. Check to make sure that none of the details conflict (i.e., two different dates for the same event). If you find some that do, choose which source you think is the most trustworthy and use the detail from that source.
8. Once you have determined what happened at your event, you can begin planning your presentation. Remember that your classmates do not need to know every detail. Choose the **most important** information to include in your presentation.

“What *Really* Happened?”
Event Details

Name of event: _____

Date(s):	Source(s):
Background information: (What was going on at the time?)	Source(s):
What were the two sides involved in the conflict?	Source(s):
Who were the main people involved? (Describe their roles)	Source(s):
Describe at least three important details about the event.	Source(s):
What was the outcome? (Who won? Why?)	Source(s):
Why was this event important? (How did it affect history?)	Source(s):

Presentation Rubric

Expectations:	No effort shown	Not meeting	Approaching	Meeting	Exceeding
Information is clearly presented	2	4	6	8	10
Information is correct	2	4	6	8	10
Group members are organized	2	4	6	8	10
Volume is appropriate	2	4	6	8	10
All group members participate	2	4	6	8	10
Presenters use eye-contact	2	4	6	8	10
Presenters are professional	2	4	6	8	10
Presenters face the audience	2	4	6	8	10
Visual aids are used	2	4	6	8	10
Presentation is appropriate length	2	4	6	8	10

Total: _____/100

Name: _____

Period: _____ Date: _____

Source Analysis/Presentation Self-Evaluation

1. Rate the amount of work you believe you put into this presentation: (10 is the highest)

1 2 3 4 5 6 7 8 9 10

Explain your answer:

2. How well do you think the rest of the class understood your group's presentation?
(10 is the highest)

1 2 3 4 5 6 7 8 9 10

Explain your answer:

3. Name two things you believe you did very well during this project.

4. Name one thing you believe you could have done better during this project.

5. What grade do you believe you should receive for this project?

A B C D F

Explain your answer: