

# Chapter 8

## **How Can Reading Historical Fiction and Nonfiction Books Encourage the Use of Primary Sources?**

Tammara Purdin, Florida Council for History Education

Figure 1. *Woman and Children Reading*



**Note:** Käsebier, G. (ca. 1900). *Woman and children reading* [Photograph]. Library of Congress. <https://www.loc.gov/item/96513073/>

## How Can Reading Historical Fiction and Nonfiction Books Encourage the Use of Primary Sources?

C3 Disciplinary Focus U.S. History	C3 Inquiry Focus Evaluating sources and using evidence	Content Topic Elementary students using primary sources along with trade books
<p><b>C3 Focus Indicators</b></p> <p><b>D1:</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions (D1.5.K-2). Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions (D1.5.3-5).</p> <p><b>D2:</b> Explain how historical sources can be used to study the past (D2.His.10.K-2). Compare information provided by different historical sources about the past (D2.His.10.3-5).</p> <p><b>D3:</b> Evaluate a source by distinguishing between fact and opinion (D3.2.K-2). Use distinctions among fact and opinion to determine the credibility of multiple sources (D3.2.3-5).</p> <p><b>D4:</b> Construct explanations using correct sequence and relevant information (D4.2.K-2). Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data (D4.2.3-5).</p>		
<b>Grade Level</b> K-5	<b>Resources</b> Resources cited throughout chapter	<b>Time Required</b> Approximately 30 minutes for each activity

# Context for Chapter

## Historical Context: Marginalization of Social Studies

According to the Council of Chief State School Officers (CCSSO, 2018), “Research consistently demonstrates that social studies receives the least amount of instructional time in the elementary grades when compared to the amount of time afforded to other core content areas” (para. 1). Social studies does address the nonfiction/informational reading assessed on annual state standardized testing, but many teachers fail to see the correlation or lack confidence in straying away from the district adopted reading series. According to a study conducted by Fitchett and Heafner (2010), a decreased value has been placed on social studies for nearly 20 years. Their study also concluded that math and reading instructional minutes had increased and social studies instructional minutes had decreased (Fitchett & Heafner, 2010). Whether it is well supported or not, state standardized testing is often inevitable. Standardized assessments measure students’ growth in reading and math, not social studies. Although social studies is a subject without widespread accountable standardized testing at the elementary level, it still deserves a part in America’s educational system. Social studies addresses the earliest intentions of education (creating civic-minded citizens) and contributes to the accountability pieces set in place from standardized reading tests, specifically the informational portions. Teachers need to take advantage of integrating reading and social studies.

Fordham Institute recently conducted a study that focused on time spent on social studies instruction and the effects on reading ability (Tyner & Kabourek, 2020). Among their key findings, they determined that elementary school students in the United States spend more time on ELA than on other subjects and that increasing instructional time in social studies is linked to improving reading success (Tyner & Kabourek, 2020). This is a significant finding to help students be more successful on state standardized tests in ELA. Purdin’s (2014) study found similar results with an increase in reading scores from the annual state standardized assessment, after quality instruction and the practice of historical thinking skills, which represented an increase in social studies instruction. Reading is not just decoding words. It is about decoding context. Focusing on content in elementary grades will provide students with context and decoding context skills (Hirsch et al., 1987). This context will assist them in comprehension in a variety of texts and thus increase their reading ability (Tyner & Kabourek, 2020).

However, because of the solid emphasis on language arts and math, and because of the high stakes testing in those subject areas, teachers “were held hostage to a restrictive curriculum” (Winstead, 2011, p. 223). Social studies could effortlessly be the platform for language arts instruction, but civic knowledge and history were not a component of the accountability structure placed upon education by No Child Left Behind (NCLB) (Winstead, 2011). NCLB was a federal law established in 2001 that modified and upgraded elementary education

standards. The marginalization of social studies is a result of widespread standardized testing at elementary levels. Winstead (2011) uncovered four themes that materialized from triangulated data gathered from teacher experiences and perceptions of instructing social studies under the mandates of NCLB:

Social studies is relevant and helps students make real-world connections; assessed subjects dominate instructional teaching periods; focus on assessed subjects deprives students of time for social, civic, and critical discussions; and there is a lack of professional support for social studies instruction. (p. 223)

The same study also revealed that teachers believed they had inadequate time allocated to subjects such as social studies because the NCLB-dictated and NCLB-assessed subjects manipulated the instruction time (Winstead, 2011). In other words, because of NCLB and the focus on reading and math over social studies, most, if not all, instructional time is dedicated to the tested subjects. Moreover, the study documented that the damage instigated by this focus on tested subjects was depriving students of essential discussions for them to become active participants in a democratic society (Winstead, 2011). Winstead also indicated that the teachers who participated in the study agreed that NCLB has marginalized social studies content in their classrooms. Therefore, it is critical to fit social studies instruction into time allotted for language arts.

Although NCLB has recently been replaced by Every Student Succeeds Act (ESSA), social studies is still marginalized, as it is still not a high-stakes tested subject for the majority of grade levels, specifically within elementary education. The ESSA focuses more on college and career readiness and critical protections (such as interventions) for lower performing students and schools (USDOE, 2015). The assessment data is focused on what the students learn (growth), rather than focusing on what past assessments have measured (USDOE, 2015). While social studies and historical thinking (a set of critical thinking skills for analyzing primary sources to construct a meaningful interpretation of the past) meet the expectations for college and career readiness, that content is not assessed until middle school and high school. Therefore, even with the new act and a heavy focus on college and career readiness, social studies is still marginalized. The purposes for teaching social studies are vast, but ultimately, social studies benefits students in numerous ways, specifically improving a student's reading ability.

With all that in mind, it is also necessary to remember that history is complicated. Teaching history is even more complex. Therefore, it is highly encouraged for all teachers, teacher candidates, and seasoned teachers to obtain professional development for teaching historical thinking skills, specifically on the modeling process, such as thinking like a historian, using historical thinking skills (Figure 2), and using a think-aloud process (Martin & Wineburg, 2008). Historians are looking for accuracy, based on the specific narrative they are reading, but often the truth is difficult to determine. They use strategies that assist them in making informed decisions. Historians are trained to construct necessary schema to look for accuracy based on specific narratives, but single truths are difficult to determine. Historical

thinking skills are strategies that assist historians in making informed decisions. These same skills can be used to help students think critically about content, shaping more informed members of society. Teachers are essential in training students how to interpret information to make difficult decisions and become routine problem solvers.

**Figure 2. Historical Thinking Chart**

### HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

STANFORD HISTORY EDUCATION GROUP

SHEG.STANFORD.EDU

**Note.** From Stanford History Education Group. <https://sheg.stanford.edu/history-lessons/historical-thinking-chart>

Due to the marginalization of social studies content, especially at the elementary level, teachers can often integrate this content during language arts instruction. Social studies and language arts are natural complements and can be readily integrated into classroom instruction. Most standards associated with the social studies curriculum involve some aspect of language arts: reading, speaking, listening, writing, or viewing. Before looking at integrating the two subject areas, it is necessary to break down the different types of reading skills.

## Content Area Reading and Disciplinary Literacy

Teaching and learning history incorporate many attributes of reading. Teaching history involves reading strategies and skills just like teaching literacy can involve history and historical thinking skills. Two ways this is recognized are through content area reading and

disciplinary reading. Content area reading requires readers to use basic comprehension strategies in the specific subject areas (Berson et al., 2017). But disciplinary literacy centers not on what is similar across the disciplines, but what is inimitable or dedicated to that specific discipline (Berson et al., 2017). Content area reading, or general reading, affords students a toolbox of strategies to assist when encountering text. The features of the content area reading and the methodology of the discipline help develop disciplinary literacy skills: decode print, phonics, reading comprehension, fluency, and general vocabulary. What students acquire through language arts learning is transferred to disciplinary literacy.

Disciplinary literacy offers students an opportunity to extend their literacy skills to complement the academic discipline and the demands placed on the specific disciplines (Shanahan & Shanahan, 2008). Thus, disciplinary literacy is reading, but reading through a different lens, offering a different perspective. Disciplinary literacy refers to the way we read and write in different academic areas, such as science, math, and social studies (Moje, 2008; Shanahan & Shanahan, 2008, 2012). For reading in social studies, thinking like a historian is an example of the use of a discipline-specific skill. Learning within the disciplines is critical to developing and strengthening literacy skills (Rainey & Moje, 2012). Moreover, disciplinary literacy “recognizes that literacy skills/strategies and disciplinary content are inextricably intertwined and that without literate practices, the social and cognitive practices that make disciplines and their advancement possible cannot be engaged” (Fang & Coatoam, 2013, p. 628). When educators integrate historical thinking practices into their instruction of history, students’ understandings can be enhanced through reading (Boyle-Baise et al., 2008).

## **Rationale for Classroom Practice**

### ***Historical Thinking Skills and ELA Skills Coincide***

Historical thinking is thinking in the way a historian might think, using a set of critical literacy skills for analyzing primary sources to build meaning of the past. According to National Council for Teachers of English (n.d.), readers engaged in critical literacy can make informed decisions, participate in the practice of democratic citizenship, and cultivate an ability to think and act ethically. For instance, a historian would use critical literacy skills such as sourcing, collaboration, close reading, and contextualization. Employing these historical thinking skills encourages the inclusion of social studies instruction at elementary levels as some schools have less than fifteen minutes for social studies instruction, or none at all. However, using the English Language Arts (ELA) block to integrate literacy and social studies is one solution. Take for instance the correlation between content literacy (ELA) standards and historical thinking skills (Figure 3).

**Figure 3. Historical Thinking Strategies and ELA Correlations**

Historical Thinking Skills	Basic ELA Standards			
<b>Sourcing:</b> determining who the author is, when it was written and what was the author’s perspective	determining the author’s intent	questioning and interpreting the text, not just comprehending the story	being aware of the reader’s positionality and point of view	citing evidence
<b>Contextualizing:</b> determining the circumstances happening at the time the text was written and taking the setting into consideration	analyze how and why individuals, events, or ideas develop and interact over the course of a text	determining the context in which the text was written		
<b>Close reading:</b> looking closely at the language the author used and the claims the author is making	reading critically	with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	read closely to determine what the text says explicitly and to make logical inferences from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas
<b>Corroborating:</b> comparing more than one account of something to determine similarities or differences	corroborating the details of the story with primary and secondary sources	using historical evidence to build an imaginative picture of the life described	with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided

**Note.** From Apol et al., 2003; Crocco, 2005; Peck & Seixas, 2004.

Furthermore, the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card, reinforces how essential it is for elementary students to have plenty of experience with informational text. NAEP quantifies elementary and secondary academic trends in the United States (NCES, 2020). NAEP began measuring student achievement in 1969 and reports what the United States’ students are capable of doing in explicit content areas. Professional educators, policymakers, parents, and researchers use the data provided by NAEP to determine progress, as well as guide continuous improvement in education in the United States.



Integrating subject areas of literacy and history allows teachers to meet the many pressures placed on them by state standards, national standards, ESSA, and NAEP, and enables students to learn the history they need to develop into future successful democratic citizens (Dorn, 2012; Monte-Sano, 2011; NCSS, 2010; Purdin, 2014; Reisman, 2011; Reisman, 2012; Wineburg et al., 2011). Pairing the NAEP Reading Framework and the Common Core State Standards (CCSS) justifies the increased need for social studies instruction across all grade levels (Coleman, 2012). Although many states are no longer using CCSS, many of them have adopted somewhat similar standards. Consequently, CCSS makes nonfiction text part of daily classroom instruction, making it both possible and necessary to include historical thinking skills in classroom instruction and practices. According to Howard and Guidry (2017), the creation of CCSS afforded a huge opportunity to merge social studies content with literacy, but the authors reported that preservice teachers needed more support on how to integrate ELA with social studies. Thus, the use of historical thinking as professional development or as part of teacher education programs will help support efforts to blend history and literacy. Appropriate instruction of history will shape students to become active members of a democratic society (Heafner, 2020). This chapter will guide teacher candidates on one way to integrate literacy and history.

However, it is also necessary to point out that ineffectively integrating ELA with social studies can have a negative effect (Bennett & Hinde, 2015). You need to be sure that social studies content is not fractured (disconnected) or superficially addressed. Therefore, it is essential that you have knowledge of the content you are presenting. To be clear, you should prepare yourself prior to teaching a topic, but don't avoid a topic because you don't perceive yourself to have expertise. It is not possible for elementary teachers to have existing expertise across all content areas.

Furthermore, the content must be based on state social studies curriculum standards and not just ELA standards. If a teacher selects social studies content because it correlates with the reading topic for the week, then students will not learn the deep knowledge that is needed to prepare them to be democratic citizens (Bennett & Hinde, 2015) or fulfill CCSS expectations, as well as NCSS expectations.

Students use reading and writing as tools to understand social studies. Social studies connects students to the world while they are employing those tools. This connection creates student engagement. Thus, this effective integration of social studies and ELA creates a desire to learn more social studies (Bennett & Hinde, 2015).

One beneficial method students can learn is to engage with the past through the analysis and utilization of primary sources, children's literature, and online resources (Kenna & Waters, 2017; Montgomery et al., 2014; Schmeichel, 2014). Using these resources collectively, students have the opportunity to assemble their own evidence-based narratives (Martin et al., 2008; Waring, 2015). It is necessary for students to employ an assortment of sources; interpret and synthesize these sources to build narratives, as they become cognizant of the influence of history; and become more proficient at discussing, expressing, and

persuasively supporting opinions about countless matters and subjects from history (Salinas et al., 2012).

While focusing on the many skills just mentioned, you will need a few tools that will assist you with carrying out the social studies activities and lessons found throughout this chapter. The next sections will focus on the following activities: preparing vocabulary lessons, using engaging trade books, and incorporating a variety of genres.

## ***Vocabulary***

Focusing on vocabulary is a strategy that can be used for reading primary sources and complex text. However, this strategy requires preparation prior to the activity. For example, while teaching history, you can have the students preview the unfamiliar vocabulary in a primary source document, discuss the vocabulary, and offer the students the definitions in advance (which requires prior preparation). Teacher reluctance to use primary resources is frequently a result of unfamiliar vocabulary. Reisman and Wineburg (2008) indicated

If they [students] devote all their mental resources to assembling a basic understanding of the prepositions in the text, they have few resources remaining to interpret or analyze what the author was actually saying and how it relates to what they already know. (p. 25)

Wineburg (personal communication, 2011) emphasized that supplying students in advance with vocabulary and definitions eliminates the need to look up the definitions, thus reducing wasted time. If the lesson being taught is how to read complex text and analyze a primary source, then it is not a lesson on how to use a dictionary; instead, it is a lesson on using historical thinking skills and reading like a historian. If you provide the definitions, students can be coached to use the provided vocabulary definitions list, review the definitions, read the complex, nonfiction reading, and reread it for understanding. The definitions, along with other reading skills (context clues, rereading) that were previously taught in literacy classes, offer the students necessary tools to effectively read unfamiliar vocabulary.

Of course, for context clues lessons, a teacher would instead let the students grapple with the word within the context it is written, as opposed to frontloading vocabulary. Remember that it is not necessary to always read an entire letter, article, or journal; simply one sentence, a few sentences, or perhaps a paragraph can be sufficient for the objective being taught. Excerpts can provide the necessary content and context for various standards, while making this manageable and meaningful for students and teachers.

## ***Literacy Genres and History***

Reading historical fiction and nonfiction will not only improve comprehension and specific content area learning but will also improve knowledge in other disciplines and vice versa. Therefore, it is mandatory to teach students to use historical thinking skills to interpret what is fiction and what is fact as well as to support their interpretation of the learned information.

Young people who read historical fiction gain a sense that real people were involved in history; and that times and issues in history were complex (Levstik, 1989). This provides students with a connection to the literature, and at the same time student engagement increases.

Student engagement also comes from using a variety of genres. For instance, well-written nonfiction narratives have passion and voice (Levstik & Barton, 2015). Instead of a textbook, which often has only one perspective, nonfiction narratives offer more than one perspective, and the narrative is more personal (Levstik & Barton, 2015). Trade books and primary sources engage readers because they are intrigued by the authenticity. They can connect to the narratives because they include real people, made-up characters, and events that did or could happen.

In studies of historical reading primary and secondary sources, sourcing is the benchmark that differentiates professional historical thinking/reading from beginner reading (De La Paz et al., 2014; Gottlieb & Wineburg, 2012; Leinhardt & Young, 1996; Monte-Sano & De La Paz, 2012; Mosborg, 2002; Nokes et al., 2007; Reisman, 2012; Rouet et al., 1997; Shanahan et al., 2011; Shreiner, 2014; Wineburg, 1998). “For the novice reader, the available information begins and ends with the text. For historical readers, the text becomes a portal to another time” (Wineburg & Reisman, 2015, p. 637). Thus, the historical reader views the narratives through a variety of lenses. Educators must teach students to look and think beyond the text. For example, showing students *The First Thanksgiving* painting without providing them with sourcing (date of the painting and date of the first Thanksgiving) could lead students to believe the painting correctly depicts the first Thanksgiving. The importance of looking beyond the text, painting, or photograph is crucial, especially in our information-rich society and with the prevalence of social media. Trade books can support student engagement with new topics and pave the way for comparing sources.

## ***Activities Using Nonfiction and Fiction Trade Books***

According to Berson and Berson (2011), young learners are naturally intrigued when they are involved in a read-aloud in their classrooms. Furthermore, the students gain connections with the characters in books, whether nonfiction or fiction, which leads to a multitude of learning experiences, lasting a lifetime. For instance, this is what one teacher shared about the book *A Land Remembered* by Patrick D. Smith:

It has been a tradition to read *A Land Remembered*, by Patrick D. Smith, to my fourth-grade students for many years. I have experienced hundreds of students become exceedingly engaged in the historical fiction novel, to the point of breaking rules and reading ahead. What caused such engagement and excitement...[was] bringing in primary sources to show corroboration that the events did indeed happen in Florida, even if the characters were fiction. How do I know these learning experiences last? Parents have written me to tell me their child begged them to go to certain destinations in Florida. Parents have shared

stories of how their student stated that their location looked like what they imagined *A Land Remembered*'s settings would have looked like, eight years after the book was read. Graduating seniors have returned to share that they will never forget the book and Florida's history; or that the book is still their all-time favorite book (K. Greco, personal communication, June 23, 2020).

*A Land Remembered* is a historical fiction book set in Florida and told through the experiences of the McIvey family throughout several generations, from 1858–1968. Reading this book aloud, or various other historical fiction books, and pairing them with primary sources can bring history to life for young learners. As mentioned previously, primary sources fascinate the reader and narratives are engaging and connecting to the reader. The literacy skills, such as visualizing what one is reading or resonating with a character, and making connections, are skills that remained with these students due to the experiences they had in a classroom setting.

Another example will be presented in the next section regarding a nonfiction trade book. *Thank You, Sarah* is completely engaging with beautiful illustrations and the author's sassy voice. Also, nonfiction often offers narratives with personal accounts which help students to understand human behavior and includes more than one perspective (Levstik & Barton, 2015).

For the remainder of this chapter, the sections will contain activities using both trade books and primary sources. The following section will provide detailed activities using nonfiction trade books, along with primary sources and historical thinking skills. The activities include a variety of resources, skills, and strategies to implement into elementary classrooms.

## Activities

### Modeling Sourcing Skills Activity Using a Historical Literacy Read-Aloud (Grades K-5)

**ELA standards addressed:** describing characters and how they respond; determining the author's intent; citing evidence; corroborating details of a story with primary sources; describing the connection between two pieces of information (Letter from Sarah Hale to Abraham Lincoln and the book *Thank You, Sarah*.)

**Inquiry question:** "In what ways can a 'dainty little lady' make a difference in U.S. history?"

To engage with historical thinking, begin the activity by posing an inquiry question: "In what ways can a 'dainty little lady' make a difference in U.S. history?" Following that, read aloud *Thank You, Sarah*, by Laurie Halse Anderson. This book describes how Thanksgiving became a holiday celebrated across the United States on the fourth Thursday of November. The book is filled with many possible literacy skill mini-lessons, such as inferencing, compare

and contrast, cause and effect, and character traits. The illustrations could provide a variety of lessons to incorporate visual literacy, which is a way to distinguish and comprehend ideas conveyed through visuals, such as various forms of images.

For this activity, one literacy skill focus will be character traits. After reading the book, guide K-5 students through a character analysis, using the following questions:

- “What details are revealed about Sarah Hale?” (K-1 students: “What do we know about Sarah?”)
- “What dilemmas does Sarah Hale face throughout the book?” (K-1 students: “What problems did Sarah have?”)
- “What conclusions can you make about Sarah Hale based on how she handled these issues?”
- “How does Sarah Hale change over the course of the story?”

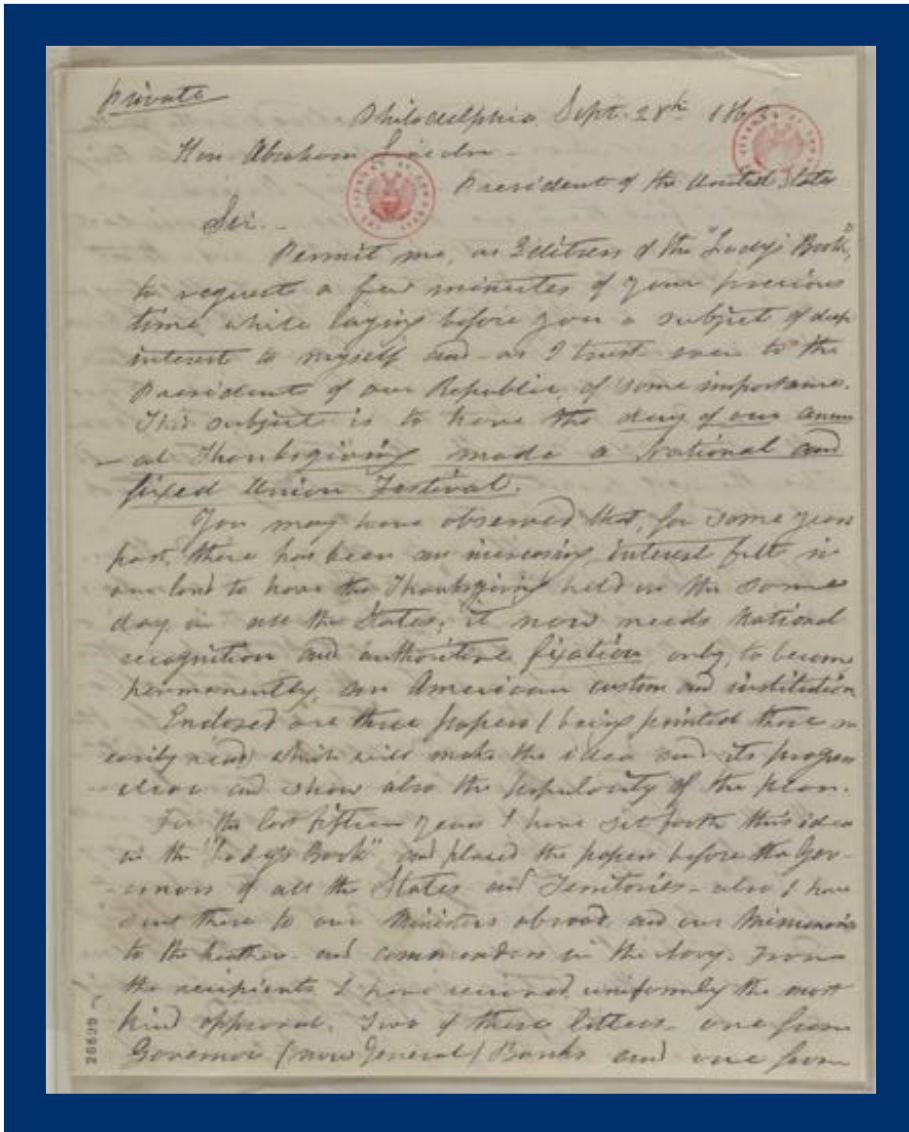
These questions can be posed verbally, one at a time, allowing for partners or teams to discuss them; or you could display them on the board and let the students have discussions on all four questions. For students in the intermediate grades, after the discussions are concluded, the students could select one question and reveal their team’s response to the class.

The next step in this activity will be to share a primary source letter from Sarah Hale to President Lincoln. Note that the activity directions have not mentioned the genre of the book (nonfiction) or anything revealing that the story is true. Sharing Sarah’s letter will engage the students to discover the story is in fact nonfiction. This letter will also assist students in understanding the role Sarah Hale played in America’s annual Thanksgiving traditions in America. Furthermore, the students need to make connections with what they are learning to their own lives, their own communities, and to world events. This activity provides connections to writing, holidays, advocating, as well as a well-loved nursery rhyme “Mary Had a Little Lamb.” (Sarah Hale wrote the nursery rhyme.)

Using primary sources is a way to integrate history with literacy and help to bridge the gap formed by the marginalization of social studies. Students also need strategies, as emphasized through historical thinking, to help them think and develop meaning about content. A useful strategy to use is the Library of Congress’s Primary Source Analysis Tool (Figure 4). This tool can be used interactively online or printed. Depending on students’ academic levels, you may want to only include one question or may select a question from the [Teacher’s Guide](#) that is representative of the academic abilities in the classroom or group of students. Another way to use this interactive tool is to have students complete it independently online and allow them to select their own questions, giving them choice in their learning, increasing agency and student engagement.



Figure 5. Sarah J. Hale to Abraham Lincoln, Monday, September 28, 1863



Note. Sarah J. Hale to Abraham Lincoln. (1863, Sept. 28). *The Abraham Lincoln Papers at the Library of Congress, Series 1. General Correspondence, 1833-1916*. Library of Congress. <https://www.loc.gov/item/mal2669900/>

Figure 6. Primary Source Analysis Tool sample

**PRIMARY SOURCE ANALYSIS TOOL**

NAME: Sample

**OBSERVE**  
cursive handwriting; paper; words; numbers; empty space on the paper; underlines

**REFLECT**  
this appears to be a letter; the handwriting is not very good; it is marked "private" and is a letter to President Abraham Lincoln, dated 1863

**QUESTION**  
I wonder why Sarah had to write so many words for basically one simple question? I wonder if President Lincoln had a hard time reading her handwriting

FURTHER INVESTIGATION:

ADDITIONAL NOTES:

LIBRARY | LOC.gov/teachers

Plainly, a think-aloud is speaking aloud the thoughts happening in the reader’s head. You may choose to read only an excerpt, as modeled above, or the entire letter. The letter shown here is in its original form, but the site also offers a transcribed form ([Appendix B](#)). Upper elementary students enjoy grappling with the original letter to try to decipher the cursive handwriting. It is important to always show the students the original version even if the transcribed version will be used in the learning activity. Wineburg and Martin (2009) recommend always including the original primary source, together with any modified (transcribed, typed, or tampered) source. Comparing the original to the modified version demonstrates that the sources being used have been explicitly prepared for the classroom, so the students may see exactly what was altered (Wineburg & Martin, 2009).

As you continue to read the letter, it is important to model using sourcing skills: “When was the letter written?” “Who wrote this?” and “Where was it written?” For K-1 students, this will be completely done by the teacher, because they may not be readers yet. Then model asking these questions, locating the answer to these questions, and responding to these questions, along with all the thoughts you will be having. After the letter has been read, wonder aloud, “I think the audience is...” and “I do trust this document because....” (Possible thoughts a teacher may have include “I think the audience is President Lincoln in hopes that he would make Thanksgiving a national holiday. I do trust this document because it came from the Library of Congress website.”)



For the next part, the students (independently or in pairs for second through fifth grade) should be provided with a copy of the Primary Source Analysis Tool (Figure 4) as well as a copy of the pages of President Lincoln’s Proclamation from the 38<sup>th</sup> Congress (Figure 7). However, for kindergarten and first-grade students, as well as Exceptional Student Education (ESE) or English for Speakers with Other Languages (ESOL) students, you can continue to guide and transcribe in a small guided group or whole group. Allot time for the students to grapple with this, but have them focus on the highlighted sections. After the students have grappled for about five minutes, students should share what they have observed/sourced. They should have observed the date and subtitles, but if not, you should be sure to point those out. You should also point out a few elements of the 38<sup>th</sup> Congress, such as the journals have side notes that alert the reader of what they will read in that section, such as “Day of thanksgiving and praise set apart,” and the journal entries are numbered. Then model corroboration and thinking aloud using “President Lincoln’s Proclamation.” After the reading of Lincoln’s Proclamation, focus on the skill of corroboration by asking these questions: “Do the documents (Sarah’s letter and the Proclamation) agree? If so, how? If not, what are the differences?” Model the thinking process to develop an answer to those questions.

Figure 7. Lincoln's Proclamation from the 38th Congress

APPENDIX.

735

themselves accordingly, and in conformity with the constitution of the United States and the laws of congress in such case made and provided.

In testimony whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed, this fifteenth day of September, in [L. s.] the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-eighth.

ABRAHAM LINCOLN.

By the President:

WILLIAM H. SEWARD, Secretary of State.

No. 8.

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA: Sept. 24, 1863.

A PROCLAMATION.

WHEREAS, in my proclamation of the twenty-seventh of April, 1861, the ports of the States of Virginia and North Carolina were, for reasons therein set forth, placed under blockade; and whereas the port of Alexandria, Virginia, has since been blockaded, but as the blockade of said port may now be safely relaxed with advantage to the interests of commerce:

Preamble.

Now, therefore, be it known that I, ABRAHAM LINCOLN, President of the United States, pursuant to the authority in me vested by the fifth section of the act of congress, approved on the 13th of July, 1861, entitled "An act further to provide for the collection of duties on imports, and for other purposes," do hereby declare that the blockade of the said port of Alexandria shall so far cease and determine, from and after this date, that commercial intercourse with said port, except as to persons, things, and information contraband of war, may from this date be carried on, subject to the laws of the United States, and to the limitations and in pursuance of the regulations which are prescribed by the Secretary of the Treasury in his order which is appended to my proclamation of the 12th of May, 1862.

Commercial intercourse with Alexandria permitted, subject, &c.

1861, ch. 3, § 5. Vol. xii. p. 257.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the city of Washington, this twenty-fourth day of September, in [L. s.] the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States the eighty-eighth.

ABRAHAM LINCOLN.

By the President:

WILLIAM H. SEWARD, Secretary of State.

No. 9.

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA: Oct. 3, 1863.

A PROCLAMATION.

THE year that is drawing toward its close has been filled with the blessings of fruitful fields and healthful skies. To these bounties, which are so constantly enjoyed that we are prone to forget the source from which they come, others have been added, which are of so extraordinary a nature that they cannot fail to penetrate and soften the heart which is habitually insensible to the ever-watchful providence of Almighty God.

Day of thanksgiving and praise set apart.

In the midst of a civil war of unequalled magnitude and severity, which has sometimes seemed to foreign states to invite and provoke their aggressions, peace has been preserved with all nations, order has been maintained, the laws have been respected and obeyed, and harmony has prevailed everywhere,

## APPENDIX.

except in the theatre of military conflict; while that theatre has been greatly contracted by the advancing armies and navies of the Union.

Needful diversions of wealth and of strength from the fields of peaceful industry to the national defence have not arrested the plough, the shuttle, or the ship; the axe has enlarged the borders of our settlements, and the mines, as well of iron and coal as of the precious metals, have yielded even more abundantly than heretofore. Population has steadily increased, notwithstanding the waste that has been made in the camp, the siege, and the battle-field, and the country, rejoicing in the consciousness of augmented strength and vigor, is permitted to expect continuance of years with large increase of freedom.

No human counsel hath devised, nor hath any mortal hand worked out these great things. They are the gracious gifts of the Most High God, who, while dealing with us in anger for our sins, hath nevertheless remembered mercy.

It has seemed to me fit and proper that they should be solemnly, reverently, and gratefully acknowledged as with one heart and one voice by the whole American people. I do, therefore, invite my fellow-citizens in every part of the United States, and also those who are at sea and those who are sojourning in foreign lands, to set apart and observe the last Thursday of November next as a Day of Thanksgiving and Praise to our beneficent Father who dwelleth in the heavens. And I recommend to them that, while offering up the ascriptions justly due to Him for such singular deliverances and blessings, they do also, with humble penitence for our national perverseness and disobedience, commend to His tender care all those who have become widows, orphans, mourners, or sufferers, in the lamentable civil strife in which we are unavoidably engaged, and fervently implore the interposition of the Almighty hand to heal the wounds of the nation, and to restore it, as soon as may be consistent with the Divine purposes, to the full enjoyment of peace, harmony, tranquillity, and union.

In testimony whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the city of Washington, this third day of October, in the year [L. s.] of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States the eighty-eighth.

ABRAHAM LINCOLN.

By the President :

WILLIAM H. SEWARD, *Secretary of State.*

## No. 10.

Oct. 17, 1863. BY THE PRESIDENT OF THE UNITED STATES OF AMERICA :

## A PROCLAMATION.

**Preamble.** WHEREAS, the term of service of a part of the volunteer forces of the United States will expire during the coming year; and whereas, in addition to the men raised by the present draft, it is deemed expedient to call out three hundred thousand volunteers to serve for three years or the war, not however exceeding three years :

Three hundred thousand men called for. Now, therefore, I, ABRAHAM LINCOLN, President of the United States and Commander-in-Chief of the Army and Navy thereof, and of the militia of the several states when called into actual service, do issue this my proclamation, calling upon the governors of the different states to raise and have enlisted into the United States service, for the various companies and regiments in the field from their respective states, their quotas of three hundred thousand men.

Volunteers to receive advance pay, bounty, &c. I further proclaim that all volunteers thus called out and duly enlisted shall receive advance pay, premium, and bounty, as heretofore communicated to the governors of states by the War Department, through the provost-marshal general's office, by special letters.

to be credited to state. I further proclaim that all volunteers received under this call, as well as all others not heretofore credited, shall be duly credited on, and deducted from, the quotas established for the next draft.

**Note.** U.S. Congress. (1864-1865). *U.S. Statutes at Large, Volume 13, 1864-1865, 38th Congress* [Periodical]. Library of Congress. <https://www.loc.gov/item/l1sl-v13/>

Next, pose these questions to the grade 2-5 students and allow them an opportunity to collaborate on their responses: "What are other possible documents you wish you had and why?" and "What do you wonder about after reviewing these two documents?" Wondering is something that does not come easy to students. Due to standardized testing, students are unfortunately groomed to select a single response. It is necessary for educators to teach them to wonder. Pose a few broad sentence stems to stimulate the students wondering: "I wonder if Sarah ever..." or "I wonder if President Lincoln..."

To close this lesson, you will restate the inquiry question to K-5 students: “In what ways can a ‘dainty little lady’ make a difference in U.S. history?” Then have the students discuss this question in pairs or small groups of 3–4 students, bringing their primary sources and graphic organizer to discuss their answers. Require the students to use text evidence from the two primary sources to verbally support their response. When selecting text evidence, this is emphasizing ELA standards. Offering students opportunities to discuss and hear what other students have to say will ultimately reinforce their writing capabilities and offer a scaffold for students requiring additional support, ESE learners, or ESOL learners.

Finally, the students will answer the inquiry question, “in what ways can a ‘dainty little lady’ make a difference in U.S. history?” in written form, using specific text evidence from the primary sources. An example of what this may look like would be:

A “dainty little lady” can make a difference in U.S. history by writing many letters, but more specifically by writing to President Abraham Lincoln. Furthermore, she was very determined and continued to write to presidents until one finally listened to her and made Thanksgiving a national holiday to be celebrated on the fourth Thursday of November.

Depending on the level of the students, you may want the students to draw a picture, write a sentence, write two sentences, or write a paragraph. Kindergarten and first-grade students (as well as Exception Student Education, ESE, or English to Speakers of Other Languages, ESOL, learners at any grade level) could draw a picture and caption it, using phonetic spelling or you could dictate it. They could also select a page in the book and, using a sticky note, caption the page that they feel answers the question. For second through fifth grade, the students could also select a page in the book that they feel answers the question but also provide two to three sentences to justify their choice and include specific text evidence from at least one of the primary sources.

To take this activity one step further, have the students brainstorm (depending on the level of students, independently, in partners, or whole group) answering this question and adding their grade level in the blank: “In what ways can a little \_\_\_\_\_ grader make a difference in U.S. history?” After the students have brainstormed, allow them to share a few responses as a whole group. Guide the students through taking action (Figure 8). For kindergarten, first grade, and some ESE and ESOL students, you may want to make it whole group and completely guided. For second through fifth grade, just facilitate and guide when needed.

**Figure 8. What Action Can I Take?**

What Action Can I Take?			
Be Informed (Inform)	Be Engaged (Engage)	Be a Leader (Organize)	Be the Change (Transform)
Start conversations about your issue with others Write an article Create a flyer Make a video Write a story/poem/song Create a podcast Draw a picture Make a poster	Donate items Invite a guest speaker Volunteer Sign a petition	Organize a fundraiser Organize a donation drive Organize a community service Form a club	Start a charity to address the cause of your issue Speak at a school, town, or other community meeting Present at a local civic organization
<b>Examples</b> Write an essay about homelessness Talk to your parents about the cleanliness of a local park	<b>Examples</b> Donate food or clothing to a food/clothing drive, homeless shelter, or other related charity Clean up litter	<b>Examples</b> Organize a food donation drive for a homeless shelter Organize a cleanup project of a local park	<b>Examples</b> Start a charity to provide job and housing supports for our community's homeless Write to your local councilperson about funding for more trash receptacles in our local park

**Note.** Adapted from Swan et al. (2019, p. 62)

## ***Examining Difficult History with Trade Books and Primary Sources***

Often, history has difficult or sensitive topics, and elementary teachers feel less comfortable planning and delivering instruction. For instance, enslavement is one of the most difficult topics to teach (Britzman, 1998; Patterson & Shuttlesworth 2020). As Pitts (n.d.) shared, “We may be uncomfortable talking about race, but we can no longer afford to be silent. We have chosen a profession that—like parenting—requires us to put our comforts second to those of children.” Nevertheless, it is the educator’s responsibility to follow through by teaching some hard history. According to Southern Poverty Law Center’s (SPLC, 2018) executive summary: “Learning about slavery is essential if we are ever to come to grips with the racial differences that continue to divide our nation” (p. 11). Therefore, children’s literature can provide an entry point to deliver this necessary history to the students (Patterson & Shuttlesworth, 2020).

# Character Traits and Evidence Activity Using Historical Literacy Read-Aloud (Grades K-5)

**ELA standards addressed:** close reading, reading critically, citing evidence, author's intentions (word choice), vocabulary

**Inquiry question:** "How can a box represent freedom?"

*Henry's Freedom Box*, written by Ellen Levine, a Jane Addams Peace Award-winning author, and illustrated by Kadir Nelson, a Coretta Scott King Award-winning artist, is an inspiring, powerful story of a clever, brave enslaved man. After a life of devastation, Henry comes up with a clever idea to mail himself to freedom. This activity is recommended to be used after students have some context of enslavement, such as during a unit on enslavement. Begin the activity by allowing students to make predictions based on the title and the cover. Record these predictions and save them for later instruction. Next, begin reading the book, stopping for reactions, to check predictions, and for quick discussions as well as discussing the following specific vocabulary found in the text: "slave," "master," "beckoned," "quilt," "vitriol," "pry," and "tobacco." Some of these words have multi-meanings. There has recently been a shift in words, such as "enslaved," rather than "slave." Many people feel that using the word "slave" devalues the person as a human being; whereas using the word "enslaved" makes the person a human first and a commodity second. Discuss the difference between the two words and have the students determine why "enslaved" is a better word choice (this may be too advanced for primary learners, ESE learners, or ESOL learners). Engaging in a discussion of word choice builds context, an important skill for historical thinking and ELA standards.

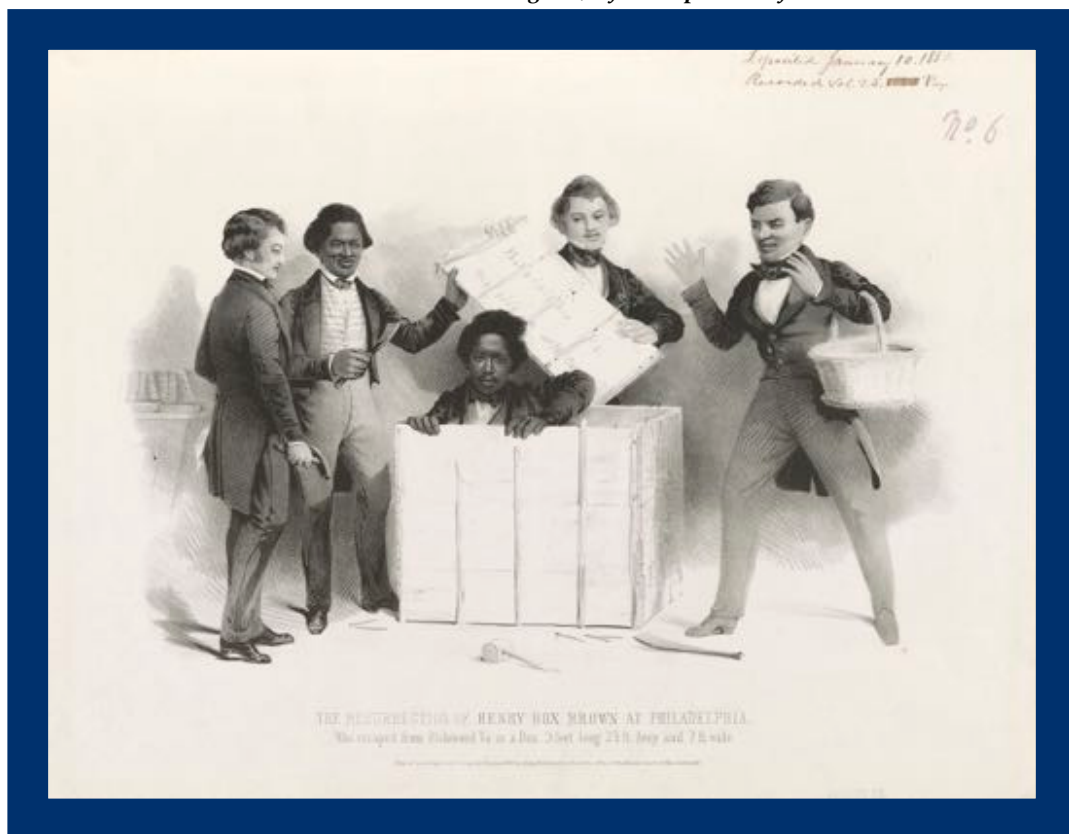
While reading the book aloud, have the students determine word meanings based on context clues, or depending on the level of the students, have a list of definitions prepared and displayed (see Figure 9), as mentioned previously in this chapter. Here are a few suggestions on locations to stop in the book for reactions and discussions (these are direct quotes from the book): "slaves weren't allowed to know their birthdays," "Henry's master had been good to him and his family, but Henry's mother knew things could change," and "never saw his family again." Some prompting questions you could ask are "How does this make you feel?" "What are your thoughts about this?" or "What does this make you wonder?" Make sure that enslavement is not glorified by the author mentioning that the master was good to Henry's family. You need to address that owning another human is not acceptable, but keep in mind the historical context that unfortunately, slavery was legal during that time period. An excellent teacher resource from the Learning for Justice website, is "[Teaching Hard History](#)." This resource provides detailed guidance on addressing hard history with grades K-2 and 3-5.

**Figure 9. Vocabulary Definitions for Henry’s Freedom Box**

slave	a person who is the property of another person
master	one who is the boss over another person; the owner of a slave
beckon	to call for someone
quilt	a type of covering that has two layers and is filled with cotton; similar to a blanket
vitriol	harsh language, criticizing someone or something
pry	to raise or pull apart
tobacco	a type of plant; the leaves are used in smoking (cigars or cigarettes)

After reading the book, have the students analyze one or both of the primary source documents *The Resurrection of Henry Box Brown at Philadelphia* (Figure 10) or *Engraving of the Box in Which Henry Box Brown Escaped From Slavery in Richmond, Va.* (Figure 11). For kindergarten through third-grade students, as well as fourth- and fifth-grade ESE and ESOL learners, use *The Resurrection of Henry Box Brown at Philadelphia* (Figure 10), along with the *See, Think, Wonder* strategy (five things they see, five things they think about the image, and five things they wonder about after looking at the image) to log their thoughts of the primary source they are given. Have the students share with their team what they logged and allow them time to collaborate on their findings. For fourth and fifth graders, have them close read *Engraving of the Box in Which Henry Box Brown Escaped From Slavery in Richmond, Va.* (Figure 11). Close reading typically involves three readings (Figure 12). For this activity, read it the first time as the students have their eyes on the print, following along. There should be no discussion or stopping for comprehension, just reading. The second read should be an opportunity to think about what is being read. For instance, have the students make annotations directly on the paper with any questions or comments they may have (Figure 13). As a whole group discussion, you should respond to some questions the students have, such as what a word means. This discussion may lead directly into the third read. Finally, on the third read, stop at specific words to have the students to discuss what the author’s intentions were for their word choices or why the author chose to organize the writing the way they did.

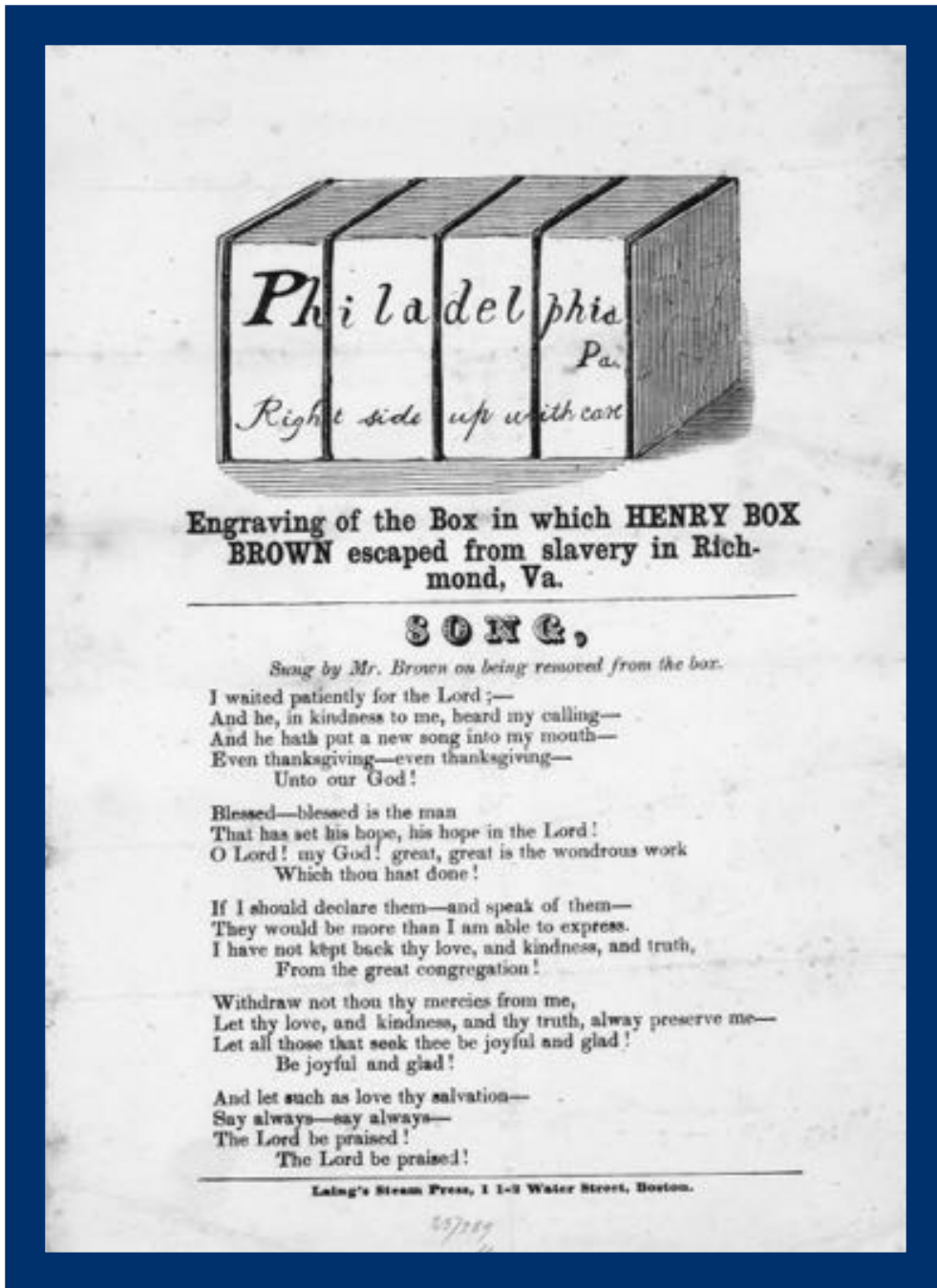
Figure 10. *The Resurrection of Henry Box Brown at Philadelphia, Who Escaped From Richmond Va. in a Box 3 Feet Long 2 1/2 ft. Deep And 2 ft Wide*



**Note.** Brown, H. B. (ca. 1850). *The resurrection of Henry Box Brown at Philadelphia, who escaped from Richmond Va. in a box 3 feet long 2 1/2 ft. deep and 2 ft wide* [Lithograph]. Library of Congress. <https://www.loc.gov/item/2004665363/>



Figure 11. *Engraving of the Box in Which Henry Box Brown Escaped From Slavery in Richmond, Va. Song, Sung by Mr. Brown on Being Removed From the Box*



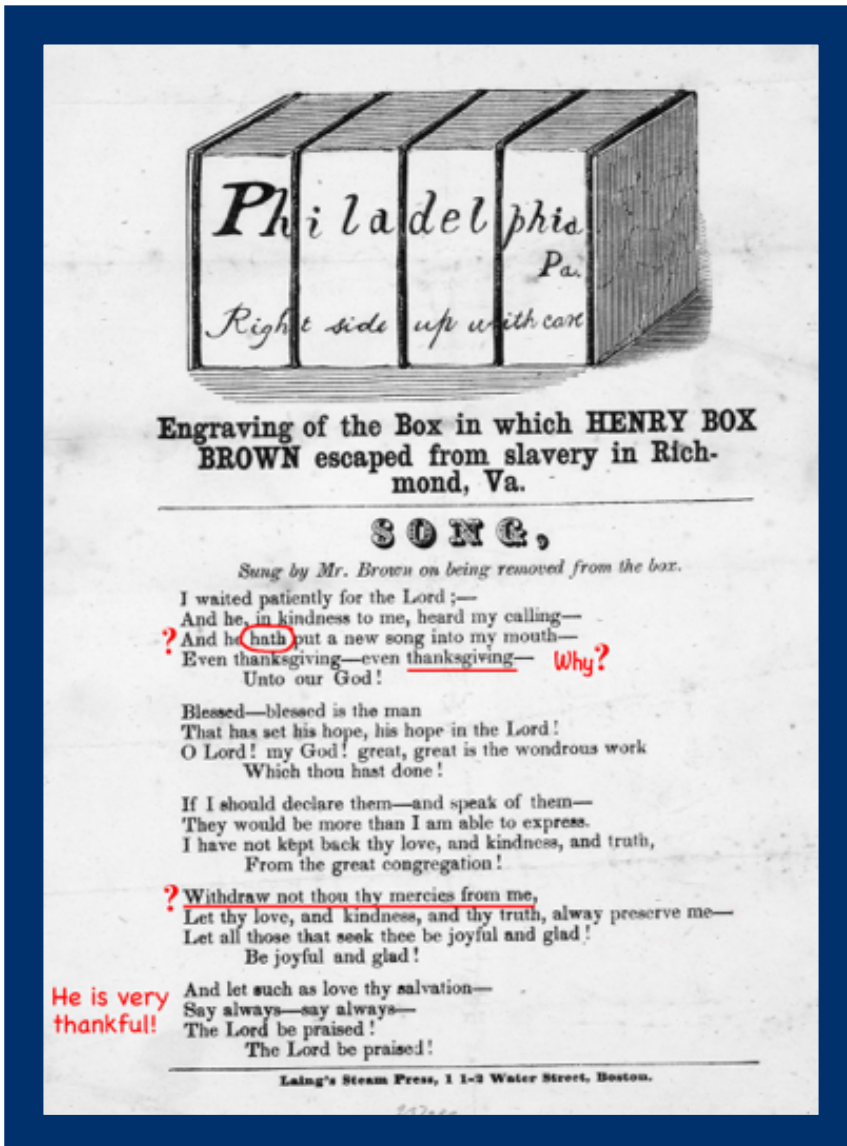
**Note.** Brown, H. B. (1850). *Engraving of the box in which Henry Box Brown escaped from slavery in Richmond, Va. Song, sung by Mr. Brown on being removed from the box* [Broadside]. Library of Congress.  
<https://www.loc.gov/item/rbpe.06501600/>

If time allows, also permit fourth and fifth graders to at least view the other primary source *The Resurrection of Henry Box Brown at Philadelphia*. For an additional activity, have them use the See, Think, Wonder activity to analyze the source.

**Figure 12. Close Reading**

Close Reading	
First Read	You should read it the first time as the students have their eyes on print, following along. There should be no discussion or stopping for comprehension, just reading.
Second Read	The second read is an opportunity to think about what is being read. You can read it, or the students can read it. However, you should have the students make annotations directly on the paper with any questions or comments they may have as the text is being read (Figure 13). As a whole group discussion, the teacher should respond to some questions the students have, such as what a word means.
Third Read	For the third read, you should read it and stop at specific words to have the students discuss what the author's intentions were for the word choices or why the author chose to organize the writing the way they did.

Figure 13. Annotated version of Engraving of the Box in Which Henry Box Brown Escaped From Slavery in Richmond, Va.



To conclude this activity, have the students verbally discuss the inquiry question: “How can a box represent freedom?” Let them know they must include some specific evidence from the book and/or one of the primary sources. Finally, have students create a four-line poem. The poem must include the word “freedom” and must include specific evidence from the primary sources. For example:

- Henry escaped from Virginia
- By mailing himself in a box
- A box provided Henry with freedom
- Henry was very thankful

Depending on the level of the students, the poem can be written by you or written from group responses. The students can work with a partner or work in small groups, or this could be an independent assignment for upper grades or advanced students.

## **Activities Using Historical Fiction Trade Books**

Through using children's literature, students can be immersed into someone else's story, or history, and possibly experience some of the emotions the characters display in the literature. The students have an opportunity to reflect on the literature and then corroborate (another historical thinking skill) the stories through use of primary sources and secondary sources. Additionally, by providing students with children's literature on the subject area, the lower-level complex wording, as well as the illustrations, will assist in clearing confusions and misconceptions students may have.

### **See, Think, Wonder and Quartering Activity Using a Historical Fiction Book (Grades 2–5)**

**ELA standards addressed:** inferencing, critical viewing (visual elements), corroboration, research, ask & answer questions

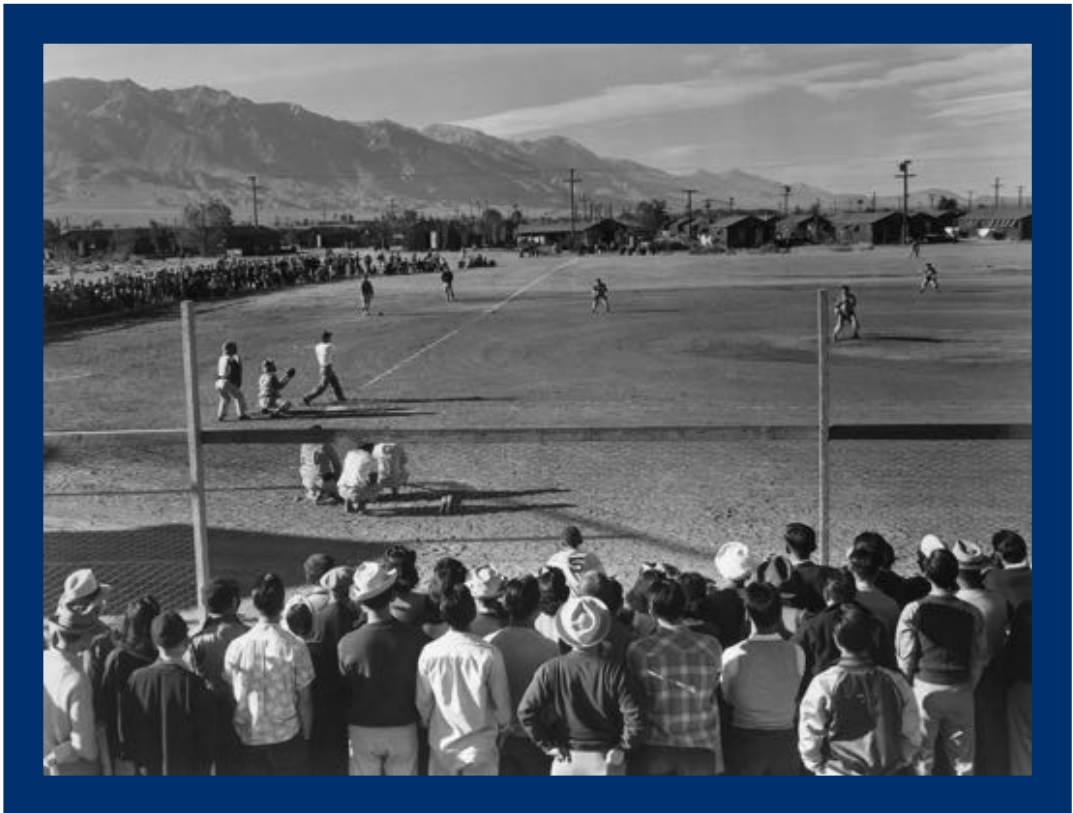
**Inquiry question:** "How can baseball save people?"

One great example of historical fiction is *Baseball Saved Us*, by Ken Mochizuki, featuring Japanese Americans. This story is told through the perspective of a young boy, allowing elementary students to connect with another child. The setting is in a Japanese internment camp in the United States during World War II. An internment camp is described by the Library of Congress [Japanese American Internment Teacher's Guide](#): "located in remote, desolate, inhospitable areas, the camps were prison-like, with barbed wire borders and guards in watchtowers" (see the "[Historical Background](#)" section of the Japanese American Internment classroom materials for further context). While the word "internment" is used by some, "incarceration camp" is the more accurate term, as internment camps are used for enemy nationals, not imprisoned Americans. The book tells a narrative of a boy and his family and gives a glimpse of what life was like in a Japanese American internment camp during World War II, following the bombing of Pearl Harbor. The Japanese Americans turned to baseball to have some sense of normalcy while being imprisoned. The first page of the book addresses historical context. Although the characters are fictional, the book contains historical events, which primary sources can be used to contextualize.

You could initiate this activity in a variety of ways. The book could be read first, including basic reading strategies, such as predictions based on the cover, and you could guide the comprehension as you are reading the text, by asking guided questions, followed by analyzing the primary source. Or, you may want to begin the activity with the primary source and then read the book. For this inquiry activity example, and to incite engagement, start with

quartering the *Baseball Game* photograph by Ansel Adams (Figure 14) in conjunction with the See, Think, Wonder strategy. Quartering is a strategy that assists students in closely reading an image, such as a painting or a photograph. Using several copies (enough for each group), evenly divide the photograph into four equal sections, preferably cutting the picture in half vertically and then horizontally. This can be accomplished through using the online version and only showing one quarter of the photo on a smart board; or by printing the photo and quartering it by cutting (Figure 15). If you are using the hands-on version, each team or group of students should be given the same quarter to observe.

**Figure 14.** *Baseball Game, Manzanar Relocation Center, California*



**Note.** Adams, A. (1943). *Baseball game, Manzanar Relocation Center, Calif.* [Photograph]. Library of Congress. <https://www.loc.gov/item/2002695992/>

Figure 15. *Example of quartering*



Using the strategy See, Think, Wonder, students can use a plain sheet of paper folded into three sections or use the See, Think, Wonder Template. See, Think, Wonder is a critical-viewing strategy to assist students in analyzing visual media. Using this strategy motivates students to take their time thinking and merely making observations before making inferences and questioning. See, Think, Wonder will also offer students deeper engagement, which will lead to more thoughtful analysis regarding the specific media they are viewing, which is also an ELA standard. Facilitate the observation by giving specific directions, such as asking students to list five things they “see” in the photo (you could change the number based on the needs of the students). Remind the students that an observation must be something they see, not think or infer (they will share what they think later). This may take some practice, because the students tend to jump to what they think. For instance, if they see smoke coming out of a shotgun, they may say there is a battle going on. However, they only need to say they see smoke coming from a shotgun. Ask the students to list five additional things they see in the photo. Next, have the students share with the team what they “think” the photo is showing us, using inference skills based on what they observed and what they already know. Finally, have them fill in one thing they wonder about. At this point, show the students a complete copy of the photograph. The students can now add to their See, Think, Wonder template based on the entire photograph.

Now, read the book *Baseball Saved Us* to the students, stopping for connections (corroborations) to the photograph. Allow for discussions in pairs, as well as comments and questions as the book is being read. Some discussion starters could be: “Turn to your partner and discuss. Do you notice any connections to your life?” “Have you ever been to a camp or been camping? Does this sound like the same type of camp?” “Have you ever been one of the kids who did not get picked for playing a game or being on a team?” When the students make connections, this creates student engagement.

Next, provide the students with more context by showing two video clips of [Norman Saburo Ikari](#) discussing his first encounter with discrimination in California during the same time period that is referenced in the book. The [first interview excerpt](#) is 2:02 long. Then you should share the first few minutes of the [“First duty assignment: family scattered by](#)

[evacuation order](#)” (5:11 long) to hear about the separation of his family and his mother in an incarceration camp. These video clips will not only provide students with a deeper context of the time period, but also give them an opportunity to view and listen to oral history primary sources.

Now have the students discuss the inquiry question: “How can baseball save people?” As a follow up, have the students go home and share this story with a family member (parents, guardians, babysitter, or even a sibling) and answer the same inquiry question to the family member. For accountability, have the parent text, email, jot a note in the student’s agenda, or communicate through any other form to state their child did share how baseball can save people.

To close the lesson, ask the students “What do you wonder about now?” Have the students respond to this by verbally sharing with their team or with a partner. For kindergarten and first grade, you could then record some responses. For second grade through fifth grade, have the students write a sentence or two sharing what they wonder about. Based on what they wonder about, the students should conduct inquiry research. Allow students to do cold research (grades 3–5), or depending on student need, offer them some suggestions, such as the Library of Congress blog post, “[Baseball Americana: Playing Behind Barbed Wire](#),” which offers additional information regarding Japanese American internment camps. For students in primary grades, as well as ESE and ESOL learners, provide additional resources by having sources printed out or guide them through research on a computer. Another great resource from the Library of Congress is the [Japanese American Internment Primary Source Set](#), which could be used for additional resources.

Finally, have the students take informed action (Figure 8) based on the information they learned from the book, the primary source, and their research. This information can be displayed as a poster for the primary-level students and as a social media announcement (i.e., Twitter, Instagram, Facebook) for the intermediate-level students. Research is a prominent part of ELA standards, and inquiry can support literacy skills.

## Questioning and Analyzing Activity Using the Historical Fiction Book *White Socks Only*

**ELA Standards addressed:** predicting, ask and answer questions, author’s word choice, text evidence

**Inquiry question:** “How can a seemingly harmless word cause hurt/harm?”

Another great piece of children’s literature is *White Socks Only* by Evelyn Coleman, illustrated by Tyrone Geter, which is a story about a little girl who misinterprets a “whites only” sign on a water fountain. This book lends itself to a creative activity including predicting. Based only on the title, the students should talk with their shoulder partners to create a prediction. Then share the cover page and allow students to revise their predictions or add to their predictions.

This activity should be prefaced with Picower's (2012) research and design of a framework, where she reminds us that we cannot introduce social injustice without first laying a foundation of self-love and knowledge and respect for others. Picower provides us with a framework of six elements for elementary classrooms to use in implementing social justice. This framework assists teachers with visualizing social justice education by offering sample projects. The elements include self-love and knowledge, respect for others, issues of social injustice, social movements and social change, awareness raising, and action conclusion references. Picower states that "often framed in terms of 'unfairness' with younger children, these six elements help students care about and critically understand inequalities in the world around them" (p. 2).

Next, read the *White Socks Only* book to them or go to [Storyline Online](#) to have it read aloud to them virtually, making sure not to offer any additional details or context. During the read, stop to check for understanding and comprehension by asking the students questions such as: "How did you feel about what is happening to the little girl? Did anything like this ever happen to you? Did you ever make a mistake or misunderstand something that got you into trouble?"

Following the read aloud, ask: "What questions do you have after reading the book *White Socks Only*?" and "Why do you think the author chose to use the words in the book, such as 'ain't,' 'sho,' 'gon,' 'yep,' and 'musta'?" You want to be sure to stress the importance of valuing all systems of language. Some may see these words as markers of a lack of education. You need to be ready to effectively redirect that thinking. Have the students discuss these questions with a partner and you facilitate as needed. Next have the students create two questions they have and share with their partner. Then the students will switch partners and share their responses again. This is a way to assist the students who are struggling to come up with questions. They will hear questions from at least two other students. Then, have the students write down their questions, or allow them to borrow questions they heard from another student and write them down. Following that, share the inquiry question "how can a seemingly harmless word cause hurt/harm?" and pass out copies of the photographs (Figures 16–19) displaying different racist examples. Next, display the online interactive version of the Library of Congress's [Analyzing Photographs and Prints](#) tool on a smart board. Using the first photo, *A Drinking Fountain*, guide the students through the analysis process, allowing the students to discuss the questions one at a time. See Figure 20 for suggested questions to guide the analysis.



Figure 16. *Drinking Fountain at Bethlehem-Fairfield Shipyards, Baltimore, Maryland*



**Note.** Siegel, A. S. (1943). *Bethlehem-Fairfield Shipyards, Baltimore, Maryland. A Drinking Fountain* [Photograph]. Library of Congress. <https://www.loc.gov/pictures/item/2017853402/>

Figure 17. *Drinking Fountain on the County Courthouse Lawn, Halifax, North Carolina*



**Note.** Vachon, J. (1938). *Drinking Fountain on the County Courthouse Lawn, Halifax, North Carolina* [Photograph]. Library of Congress. <https://www.loc.gov/pictures/item/2017717044/>

Figure 18. *Water Cooler, Oklahoma City, Oklahoma*



**Note.** Lee, R. (1939). *Negro Drinking at "Colored" Water Cooler in Streetcar Terminal, Oklahoma City, Oklahoma* [Photograph]. Library of Congress. <https://www.loc.gov/pictures/item/2017740552/>

Figure 19. Cafe Near the Tobacco Market, Durham, North Carolina



Note. Delano, J. (1940). *Cafe Near the Tobacco Market, Durham, North Carolina* [Photograph]. Library of Congress. <https://www.loc.gov/pictures/item/2017747555/>

Figure 20. *Library of Congress Teacher’s Guide for Analyzing Photographs and Prints*

**TEACHER’S GUIDE  
ANALYZING PHOTOGRAPHS  
& PRINTS**

Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

---

**OBSERVE**

**REFLECT**

**QUESTION**

**Have students identify and note details.**

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

**Encourage students to generate and test hypotheses about the image.**

- Why do you think this image was made? · What’s happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What’s missing from this image? · If someone made this today, what would be different? · What would be the same?

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...

who? · what? · when? · where? · why? · how?

---

**FURTHER INVESTIGATION**

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

---

**A few follow-up activity ideas:**

*Beginning*  
Write a caption for the image.

*Intermediate*  
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

*Advanced*  
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>

LIBRARY OF CONGRESS | [loc.gov/teachers](http://www.loc.gov/teachers)

Note. From Library of Congress. <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

Now, have the students look at their list of questions. Ask them, “were any of your questions answered by analyzing the photographs?” Ask them, “do you still have further questions?” and if so, depending on the grade level, allow them to conduct online research (grades 4 and 5) or take a few of their questions to plan a future lesson (grades K-3). The Library of Congress has a vast amount of teacher and student resources. One of those resources is [Primary Source Sets](#). The following is a list of resources found in the Primary Source Sets: [Jim Crow Segregation](#), [NAACP: A Century in the Fight for Freedom](#), and [Rosa Parks](#). Using a few of the student questions, use the Library of Congress website to find a few primary sources to allow the students to analyze further in a future lesson.

To conclude the activity, the students should discuss with a partner or team “how can the word ‘white,’ which can mean pure and not harmful, be harmful?” Following the opportunity to discuss and gain ideas from others, the students should write their response. For primary students, ESE, and ESOL learners, provide sentence stems: “The word ‘white’ can be harmful if...” or “The word ‘white’ is harmful when...” For intermediate and advanced learners, they should be practicing how to address prompts by restating the prompt or question first and then answering the prompt or question. Provide specific criteria on answering. For instance, for primary students, they must include the sentence stem and one piece of evidence from the primary sources. For intermediate students, they must restate the prompt and include at least two pieces of evidence from the primary sources. Finally, have the students brainstorm taking action (Figure 8) against racism and create posters to hang around the school promoting diversity.

## Conclusion

The more time teachers spend on instruction time assigned toward a particular subject, the better exposure students have to content and the greater opportunity for learner engagement (Fitchett et al., 2014). Evidence suggests that social studies is underrepresented in elementary classrooms, which results in fewer opportunities to learn social studies in significant ways. (Fitchett et al., 2014). It is crucial for teachers to become creative and find ways to integrate social studies into other subject areas, specifically ELA.

Using children’s literature allows for engaging lessons for elementary students. The books mentioned throughout this chapter are easily readable, have a pleasing format, and include illustrations that enrich the text. [Appendix C](#) includes a chart of trade books with suggested primary and secondary sources to further your instruction with trade books and social studies. Literature-based approaches used when instructing social studies have created a better alternative for promoting citizenship learning. Literature often offers detailed accounts, complex characters and engaging passages, allowing elementary students to compose understandings in powerful ways.

In conclusion, integrating literacy skills with historical thinking skills and social studies content can provide for less stress in a teacher’s overpacked daily classroom schedule. The

marginalization of elementary social studies can be reduced by including social studies in the literacy block, as it addresses the expectations placed on teachers with the need for informational text. Integrating history into daily lessons will teach students to think critically, form evidence-supported opinions, view a variety of perspectives, and become civically responsible.

# References

- Apol, L., Sakuma, A., Reynolds, T. M., & Rop, S. K. (2003). "When can we make paper cranes?": Examining pre-service teachers' resistance to critical readings of historical fiction. *Journal of Literacy Research*, 34(4), 429–464.
- Bennett, L., & Hinde, E. R. (2015). *Becoming integrated thinkers: Case studies in elementary social studies*. National Council for the Social Studies.
- Berson, I., & Berson, M. (2011). Integrating literature with social studies with Google lit trips. *Social Education*, 75(2), 111–113.
- Berson, I. R., Berson, M. J., Dennis, D. V., & Powell, R. L. (2017). Leveraging literacy: Research on critical reading in the social studies. In M. M. Manfra & C. M. Bolick (Eds.), *The Wiley Handbook of Social Studies Research* (pp. 414–439). Wiley.
- Boyle-Baise, M., Hsu, M., Johnson, S., Serriere S. C., & Stewart, D. (2008). Putting reading first: Teaching social studies in elementary classrooms. *Theory and Research in Social Education*, 36(3), 233–255.
- Britzman, P. (1998). *Lost subjects, contested objects: Toward a psychoanalytic inquiry of learning*. State University of New York Press.
- CCSSO. (2018). *The Marginalization of Social Studies*. <https://ccsso.org/resource-library/marginalization-social-studies>
- Coleman, R. (2012). Common core standards for English language arts: opening doors to more effective social studies instruction for all students. *Social Studies Review*, 51, 46–56.
- Crocco, M. S. (2005). Teaching Shabanu: The challenges of using world literature in the U. S. social studies classroom. *Journal of Curriculum Studies*, 37(5), 561–582.
- De La Paz, S., Felton, M., Croninger, B., Monte-Sano, C., & Jackson, C. (2014). Developing historical reading and writing with struggling adolescent readers: Program implementation effects on student learning. *Theory and Research in Social Education*, 42(2), 228–274.
- Dorn, S. (2012). *Schools in society*. University of South Florida.
- Fang, Z., & Coatoam, S. (2013) Disciplinary literacy: What you want to know about it. *Journal of Adolescent & Adult Literacy*, 56(8), 627–632.
- Fitchett, P., & Heafner, T. (2010). A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. *Theory and Research in Social Education*, 38, 114–130. <http://doi.org/10.1080/00933104.2010.10473418>
- Fitchett, P. G., Heafner, T. L., & Vanfossen, P. (2014). An analysis of time prioritization for social studies in elementary school classrooms. *Journal of Curriculum and Instruction*, 8(2).
- Gottlieb, E., & Wineburg, S. (2012). Between veritas and communitas: Epistemic switching in the reading of academic and sacred history. *Journal of the Learning Sciences*, 21(1), 84–129. <http://dx.doi.org/10.1080/10508406.2011.582376>
- Heafner, T. (2020). A review of the results of the 2018 NAEP 8th grade social studies assessments. *Social Education*, 84(4), 250–260.

- Hirsch, E., Kett, J., & Trefl, J. (1987). *Cultural literacy: What every American needs to know; with an appendix: What literate Americans know*. Houghton Mifflin.
- Howard, C., & Guidry, A. (2017). Preparing preservice teachers to make the literacy/history connection. *Literacy Research and Instruction*, 56(3), 217–230. <http://doi.org/10.1080/19388071.2017.1304594>
- Kasebier, G. (1900). *Woman and children reading / Gertrude Kasebier* [Photograph]. Library of Congress. <https://www.loc.gov/item/96513073/>
- Kenna, J. L., & Waters, S. (2017). Women on America's historical landscape: Teaching with monuments and memorials. *Social Studies Research and Practice*, 11(3), 67–79.
- Leinhardt, G., & Young, K. M. (1996). Two texts, three readers: Distance and expertise in reading history. *Cognition and Instruction*, 14, 441–486.
- Levstik, L. (1989). Historical narrative and the young reader. *Theory into Practice*, 28, 114–119.
- Levstik, L. S., & Barton, K. C. (2015). *Doing history: Investigating with children in elementary and middle schools* (5th ed.). Routledge.
- Library of Congress. (n.d.). *Japanese American internment teacher's guide*. <https://www.loc.gov/classroom-materials/japanese-american-internment/#background>
- Martin, D., & Wineburg, S. (2008). Seeing thinking on the web. *The History Teacher*, 41(3), 305–319.
- Martin, D., Wineburg, S., Rosenzweig, R., & Leon, S. (2008). Historicalthinkingmatters.org: Using the web to teach historical thinking. *Social Education*, 72(3), 140–143.
- Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy*, 52(2), 96–107.
- Monte-Sano, C. (2011). Beyond reading comprehension and summary: Learning to read and write in history by focusing on evidence, perspective, and interpretation. *Curriculum Inquiry*, 41(2), 212–249. <http://dx.doi.org/10.1111/j.1467-873X.2011.00547.x>
- Monte-Sano, C., & De La Paz, S. (2012). Using writing tasks to elicit adolescents' historical reasoning. *Journal of Literacy Research*, 44(3), 273–299.
- Montgomery, S. E., Christie, E. M., & Staudt, J. (2014). Rethinking women's history month to inspire civic action. *Social Studies and the Young Learner*, 26(3), 10–14.
- Mosborg, S. (2002). Speaking of history: How adolescents use their knowledge of history in reading the daily news. *Cognition and Instruction*, 20(3), 323–358.
- National Center for Educational Statistics. (2020). *About NAEP: A common measure of achievement*. <https://nces.ed.gov/nationsreportcard/>
- National Council for Teachers of English. (n.d.). *Key aspects of critical literacy: An excerpt*. <https://ncte.org/blog/2019/07/critical-literacy/>
- National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment* (2nd ed.). National Council for the Social Studies.
- Nokes, J. D., Dole, J. A., & Hacker, D. J. (2007). Teaching high school students to use heuristics while reading historical texts. *Journal of Educational Psychology*, 99(3), 492–504. <http://doi.org/10.1037/0022-0663.99.3.492>

- Patterson, T., & Shuttleworth, J. (2020). Teaching hard history through children's literature about enslavement. *Social Studies and the Young Learner*, 32(3), 14–19. <https://www.socialstudies.org/social-studies-and-young-learner/32/3/teaching-hard-history-through-childrens-literature>
- Peck, C., & Seixas, P. (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109–117). Pacific Educational Press.
- Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education*, 14(1). <https://doi.org/10.18251/ijme.v14i1.484>
- Pitts, R. (n.d.). *Race and ethnicity*. Learning for Justice. <https://www.learningforjustice.org/topics/race-ethnicity>
- Purdin, T. (2014). *A study of effects on literacy, in fifth grade and eighth grade students' reading FCAT scores, as a result of using historical thinking strategies in the classroom* [Unpublished doctoral dissertation]. Argosy Sarasota.
- Rainey, E., & Moje, E. (2012). Building insider knowledge: Teaching students to read, write, and think within ELA and across the disciplines. *English Education*, 45(1), 71–90. [www.jstor.org/stable/23365001](http://www.jstor.org/stable/23365001)
- Reisman, A. (2011). The “document-based lesson”: Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. *Journal of Curriculum Studies*, 44(2), 233–264. Retrieved from Perry, K. H. (2012). whatwasliteracy? a critical overview. *Journal of Language and Literacy Education*, 8(1), 51–54.
- Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 30(1), 86–112. <https://doi.org/10.1080/07370008.2011.634081>
- Reisman, A., & Wineburg, S. (2008). Teaching the skill of contextualizing in history. *Journal of Social Studies Research*, 99(5), 202–207.
- Rouet, J. F., Favart, M., Britt, M. A., & Perfetti, C. A. (1997). Studying and using multiple documents in history: Effects of discipline expertise. *Cognition and Instruction*, 15, 85–106.
- Salinas, C., Blevins, B., & Sullivan, C. C. (2012). Critical historical thinking: When official narratives collide with “other” narratives. *Multicultural Perspectives*, 14(1), 18–27.
- Schmeichel, M. (2014). “Women made it a home”: Representations of women in social studies. *Pedagogies: An International Journal*, 9(3), 233–249.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Education Review*, 78(1), 40–59.
- Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32, 1–12.
- Shanahan, C., Shanahan, T., & Mischia, C. (2011). Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research*, 43(4), 393–429.
- Shreiner, T. L. (2014). Using historical knowledge to reason about contemporary political issues: An expert–novice study. *Cognition and Instruction*, 32(4), 313–352.
- Southern Poverty Law Center. (2018). *Teaching hard history: American slavery*. [https://www.splcenter.org/sites/default/files/tt\\_hard\\_history\\_american\\_slavery.pdf](https://www.splcenter.org/sites/default/files/tt_hard_history_american_slavery.pdf)



- Swan, K., Grant, S. G., Lee, J. (2019). *Blueprinting an inquiry-based curriculum*. National Council for the Social Studies and C3 Teachers.
- Tyner, A., & Kabourek, S. (2020) *Social studies instruction and reading comprehension: Evidence from the early childhood longitudinal study*. Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/resources/social-studies-instruction-and-reading-comprehension>
- United States Department of Education. (2015). *Every student succeeds act (ESSA)*. U.S. Department of Education. <https://www.ed.gov/essa?src=rn%2F>
- Waring, S. M. (2015). Asking students to compare the value of information presented in different sources about the same event. *Social Education*, 79(1), 6–10.
- Wineburg, S. (1998). Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts. *Cognitive Science*, 22(3), 319–346. [http://doi.org/10.1016/S0364-0213\(99\)80043-3](http://doi.org/10.1016/S0364-0213(99)80043-3)
- Wineburg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education*, 73(5), 212–216.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian, teaching literacy in middle and high school history classrooms*. Teachers College Press.
- Wineburg, S., & Reisman, A. (2015). Disciplinary literacy in history. *Journal of Adolescent and Adult Literacy*, 58(8), 636–639. <https://doi.org/10.1002/jaal.410>
- Winstead, L. (2011). The impact of NCLB and accountability on social studies: Teacher experiences and perceptions about teaching social studies. *The Social Studies*, 102, 221--227. <http://doi.org/10.1080/0377996.2011.571567>

# Appendix A

## Annotated Resources

Resource	Source Citation and Link	Description
Analyzing Photographs and Prints Tool	<a href="https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf">https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf</a>	An online interactive tool for analyzing photos and prints, which can be printed and written on or used directly online.
Baseball Game, by Ansel Adams	Adams, A. (1943). <i>Baseball game, Manzanar Relocation Center, Calif.</i> [Photograph]. Library of Congress. <a href="https://www.loc.gov/item/2002695992/">https://www.loc.gov/item/2002695992/</a>	A photograph of a baseball game taking place in an internment camp.
A cafe near the tobacco market, Durham, North Carolina	Delano, J. (1940). <i>Cafe Near the Tobacco Market, Durham, North Carolina</i> [Photograph]. Library of Congress. <a href="https://www.loc.gov/pictures/item/2017747555/">https://www.loc.gov/pictures/item/2017747555/</a>	A photograph of a cafe showing two different doors, one labeled “colored” and one labeled “white.”
A drinking fountain	Siegel, A. S. (1943). <i>Bethlehem-Fairfield Shipyards, Baltimore, Maryland. A Drinking Fountain</i> [Photograph]. Library of Congress. <a href="https://www.loc.gov/pictures/item/2017853402/">https://www.loc.gov/pictures/item/2017853402/</a>	A photograph of a drinking fountain with “white” posted.
Drinking fountain on the county courthouse lawn, Halifax, North Carolina.	Vachon, J. (1938). <i>Drinking Fountain on the County Courthouse Lawn, Halifax, North Carolina</i> [Photograph]. Library of Congress. <a href="https://www.loc.gov/pictures/item/2017717044/">https://www.loc.gov/pictures/item/2017717044/</a>	A photograph of a water fountain with a “colored” sign posted.
Engraving of the box in which Henry Box Brown escaped from slavery in Richmond, Va. Song, sung by Mr. Brown on being removed from the box	Brown, H. B. (1850). <i>Engraving of the box in which Henry Box Brown escaped from slavery in Richmond, Va. Song, sung by Mr. Brown on being removed from the box</i> [Broadside]. Library of Congress. <a href="https://www.loc.gov/item/rbpe.06501600/">https://www.loc.gov/item/rbpe.06501600/</a>	An engraving of Henry Box Brown’s box that he mailed himself in, so he could be free.
Japanese American Internment Camp	<a href="https://www.loc.gov/classroom-materials/japanese-american-internment/">https://www.loc.gov/classroom-materials/japanese-american-internment/</a>	The Library of Congress provides a Japanese American Internment Camp primary source set and lesson plans.

Japanese American Internment Camps	<a href="https://blogs.loc.gov/loc/2018/05/baseball-america-playing-behind-barbed-wire/">https://blogs.loc.gov/loc/2018/05/baseball-america-playing-behind-barbed-wire/</a>	A Library of Congress blog regarding Japanese American internment camps.
Jim Crow Segregation	<a href="https://www.loc.gov/classroom-materials/jim-crow-segregation/">https://www.loc.gov/classroom-materials/jim-crow-segregation/</a>	A set of primary sources regarding Jim Crow Segregation
NAACP, A Century in the Fight for Freedom	<a href="https://www.loc.gov/classroom-materials/naacp-a-century-in-the-fight-for-freedom/">https://www.loc.gov/classroom-materials/naacp-a-century-in-the-fight-for-freedom/</a>	A set of primary sources regarding NAACP
<i>Negro drinking at “Colored” water cooler in streetcar terminal, Oklahoma City, Oklahoma.</i>	Lee, R. (1939). <i>Negro Drinking at “Colored” Water Cooler in Streetcar Terminal, Oklahoma City, Oklahoma</i> [Photograph]. Library of Congress. <a href="https://www.loc.gov/pictures/item/2017740552/">https://www.loc.gov/pictures/item/2017740552/</a>	A man drinking at a water fountain labeled with a “colored” sign.
<i>President Lincoln’s Proclamation</i>	U.S. Congress. (1864-1865). <i>U.S. Statutes at Large, Volume 13, 1864-1865, 38th Congress</i> [Periodical]. Library of Congress. <a href="https://www.loc.gov/item/llsl-v13/">https://www.loc.gov/item/llsl-v13/</a>	From the 38th Congress, President Lincoln’s Proclamation announcing that the fourth Thursday of every November would be Thanksgiving. (See pages 735-736.)
<i>Primary Source Analysis Tool</i>	<a href="https://loc.gov/teachers/primary-source-analysis-tool/">https://loc.gov/teachers/primary-source-analysis-tool/</a>	An online interactive tool for analyzing primary sources. This can be printed and written on or used online.
Primary Source Sets	<a href="https://www.loc.gov/programs/teachers/classroom-materials/primary-source-sets/">https://www.loc.gov/programs/teachers/classroom-materials/primary-source-sets/</a>	The Library of Congress has created a variety of primary source sets for use in the classroom.
Rosa Parks	<a href="https://www.loc.gov/classroom-materials/rosa-parks/">https://www.loc.gov/classroom-materials/rosa-parks/</a>	A set of primary sources regarding Rosa Parks.
<i>Sarah J. Hale to Abraham Lincoln, Monday, September 28, 1863</i>	Sarah J. Hale to Abraham Lincoln. (1863, Sept. 28). <i>The Abraham Lincoln Papers at the Library of Congress, Series 1. General Correspondence, 1833-1916</i> . Library of Congress. <a href="https://www.loc.gov/item/mal2669900/">https://www.loc.gov/item/mal2669900/</a>	A letter written by Sarah J. Hale to President Lincoln in 1863. The Library of Congress offers the actual letter, as well as a transcribed version.
Storyline Online	<a href="https://www.storylineonline.net/books/white-socks-only/">https://www.storylineonline.net/books/white-socks-only/</a>	A website that offers recording of actors and actresses reading books aloud.

<i>See Think Wonder Template</i>	<a href="https://thinkingpathwayz.weebly.com/seethinkwonder.html">https://thinkingpathwayz.weebly.com/seethinkwonder.html</a>	An additional tool to use for analyzing primary source documents.
----------------------------------	---	---

# Appendix B

## Transcription of the letter from Sarah J. Hale to Abraham Lincoln

From Sarah J. Hale to Abraham Lincoln<sup>1</sup>, September 28, 1863

Private

Philadelphia, Sept. 28th 1863.

Sir.—

Permit me, as Editress of the “Lady’s Book”, to request a few minutes of your precious time, while laying before you a subject of deep interest to myself and—as I trust—even to the President of our Republic, of some importance. This subject is to have the day of our annual Thanksgiving made a National and fixed Union Festival.

You may have observed that, for some years past, there has been an increasing interest felt in our land to have the Thanksgiving held on the same day, in all the States; it now needs National recognition and authoritative fixation, only, to become permanently, an American custom and institution.

Enclosed are three papers (being printed these are easily read) which will make the idea and its progress clear and show also the popularity of the plan.

For the last fifteen years I have set forth this idea in the “Lady’s Book”, and placed the papers before the Governors of all the States and Territories—also I have sent these to our Ministers abroad, and our Missionaries to the heathen—and commanders in the Navy. From the recipients I have received, uniformly the most kind approval. Two of these letters, one from Governor (now General) Banks and one from Governor Morgan<sup>2</sup> are enclosed; both gentlemen as you will see, have nobly aided to bring about the desired Thanksgiving Union.

But I find there are obstacles not possible to be overcome without legislative aid -- that each State should, by statute, make it obligatory on the Governor to appoint the last Thursday of November, annually, as Thanksgiving Day;—or, as this way would require years to be realized, it has occurred to me that a proclamation from the President of the United States would be the best, surest and most fitting method of National appointment.

I have written to my friend, Hon. Wm. H. Seward, and requested him to confer with President Lincoln on this subject. As the President of the United States has the power of appointments for the District of Columbia and the Territories; also for the Army and Navy and all American citizens abroad who claim protection from the U. S. Flag — could he not, with right as well as duty, issue his proclamation for a Day of National Thanksgiving for all the above classes of persons? And would it not be fitting and patriotic for him to appeal to the

Governors of all the States, inviting and commending these to unite in issuing proclamations for the last Thursday in November as the Day of Thanksgiving for the people of each State? Thus the great Union Festival of America would be established.

Now the purpose of this letter is to entreat President Lincoln to put forth his Proclamation, appointing the last Thursday in November (which falls this year on the 26th) as the National Thanksgiving for all those classes of people who are under the National Government particularly, and commending this Union Thanksgiving to each State Executive: thus, by the noble example and action of the President of the United States, the permanency and unity of our Great American Festival of Thanksgiving would be forever secured.

An immediate proclamation would be necessary, so as to reach all the States in season for State appointments, also to anticipate the early appointments by Governors.<sup>3</sup>

Excuse the liberty I have taken  
With profound respect  
Yrs truly

Sarah Josepha Hale,  
Editress of the "Ladys Book"

**Notes:**

1. Sarah J. Hale, a poet and novelist, became editor of the Ladies' Magazine in 1828. In 1837 the Ladies' Magazine was sold and became known as the Lady's Book. Hale served as editor of the Lady's Book until 1877. During her tenure as editor, Hale made the magazine the most recognized and influential periodical for women. Hale was involved in numerous philanthropic pursuits and used her position as editor to advocate the education of women.
2. Nathaniel P. Banks and Edwin D. Morgan
3. On October 3, Lincoln issued a proclamation that urged Americans to observe the last Thursday in November as a day of thanksgiving. See *Collected Works*, VI, 496-97.

*Sarah J. Hale to Abraham Lincoln, Monday, September 28, 1863 (Thanksgiving)*. Abraham Lincoln Papers at the Library of Congress. Transcribed and Annotated by the Lincoln Studies Center, Knox College. [https://www.loc.gov/static/classroom-materials/thanksgiving/documents/sarah\\_hale.pdf](https://www.loc.gov/static/classroom-materials/thanksgiving/documents/sarah_hale.pdf)

# Appendix C

## Trade Books with Suggested Primary and Secondary Sources

The chart below includes a list of the books mentioned in this chapter, as well as several other nonfiction and historical fiction books along with primary and secondary sources to accompany the books. It is intended as a starter for teacher candidates to create their own activities including both literacy and history, but with a few suggested primary and secondary sources already provided.

Title	Genre	Time Period	Grade Level	Resources
Levine, E. (2007). <i>Henry's Freedom Box</i> . Scholastic.	Nonfiction	1820–1848	1–6	<a href="#">The Resurrection of Henry Box Brown at Philadelphia</a> <a href="#">Engraving of the Box in Which Henry Box Brown Escaped From Slavery</a>
Anderson, L. H. (2002). <i>Thank You, Sarah</i> (M. Faulkner, Illus.). Simon & Schuster.	Nonfiction	1846–1863	K–6	<a href="#">Sarah Josepha (Buell) Hale</a> <a href="#">Sarah J. Hale to Abraham Lincoln, Monday, September 28, 1863 (Thanksgiving)</a> <a href="#">Day of Thanksgiving Proclamation, October 3, 1863</a>
Winnick, K. (1996). <i>Mr. Lincoln's Whiskers</i> . Boyds Mills Press.	Nonfiction	1860	K–6	<a href="#">With Malice Toward None: The Abraham Lincoln Bicentennial Exhibition</a> <ul style="list-style-type: none"> <li>• <a href="#">“Growing Whiskers,” letter from Grace Bedell to Abraham Lincoln, with transcription</a></li> <li>• <a href="#">“Lincoln’s Beard,” letter from Abraham Lincoln to Grace Bedell, with transcription</a></li> <li>• <a href="#">“Grace Bedell Recalls her Meeting With Lincoln,” letter from Grace Bedell to J. E. Boos</a></li> </ul> <a href="#">Library of Congress, Book Backdrops: Connecting Literature and Primary Sources (archived)</a>

Schmidt, G. D. (2018). <i>So Tall Within, Sojourner Truth's Long Walk Toward Freedom</i> (D. Minter, Illus.). Macmillan.	Nonfiction	1797–1867	K–5	<a href="#">“Compare the Speeches,” The Sojourner Truth Project</a> <a href="#">Portrait of Sojourner Truth</a> <a href="#">H.Res.265—Commemorating the Life and Legacy of Sojourner Truth</a>
Polacco, P. (1994). <i>Pink and Say</i> . Philomel Books.	Nonfiction	1861–1865	4–8	<a href="#">Grave of PVT Sheldon Russell Curtiss</a> (use discretion: gravesite and specific details) <a href="#">Diary of Sheldon R. Curtiss</a> (found via <a href="#">Sheldon R. Curtiss Papers [c.00215]</a> , Michigan State University)
Smith, P. D. (2001). <i>A Land Remembered, Volume 1</i> . Rowman & Littlefield.	Historical Fiction	1863–1880	4–12	<a href="#">Newspaper clipping about the Civil War in <i>The Florida Sentinel</i></a> <a href="#">Northern part of Florida [map]</a> <a href="#">“The Burning of Jacksonville.”</a> Reprint from <i>The New York Times</i> , April 17, 1863, page 4. <a href="#">Robeson Homestead – Fort Meade, FL</a>
Smith, P. D. (2001). <i>A Land Remembered, Volume 2</i> . Rowman & Littlefield.	Historical Fiction	1880–1968	4–12	<a href="#">Damage to an Orange Grove Because of Cold – Bartow, FL</a> <a href="#">Jacob Summerlin – Bartow, FL</a> <a href="#">Dredge for the Everglades Drainage Project</a> <a href="#">Picking Oranges about ¼ mile from Pinecrest Villa, Tampa, FL</a>
Stone, T. L. (2008). <i>Elizabeth Leads the Way, Elizabeth Cady Stanton and the Right to Vote</i> (R. Gibbon, Illus.). Macmillan.	Nonfiction	1900s	2–12	<a href="#">Frances Pepper and Elizabeth Smith working in the offices of <i>The Suffragist</i></a> <a href="#">Daughters of Freedom</a> [audio recording] <a href="#">Women Fight for the Vote Exhibition, Library of Congress</a>



Coleman, E. (1996). <i>White Socks Only</i> (T. Geter, Illus.). Albert Whitman & Company.	Historical Fiction	20th century	K-5	<a href="#">White Socks Only online read-aloud</a>
Rappaport, D. (2016). <i>Elizabeth Started All the Trouble</i> (M. Faulkner, Illus.). Disney Press.	Nonfiction	1900s	K-5	<a href="#">“Your Mother’s Gone Away to Join the Army” [audio recording]</a> <a href="#">Women Fight for the Vote Exhibition, Library of Congress</a> <a href="#">Carrie Chapman Catt’s “Winning Plan”</a>
Raffa, E. & Rigsby, A. (2008). <i>Kidnapped in Key West</i> . Rowman & Littlefield.	Historical Fiction	1912	3-8	<a href="#">Overlooking Construction of the Overseas Railway Extension</a> <a href="#">Florida East Coast Railway Train Traveling Over the Overseas Extension Bridge</a> <a href="#">Henry Flagler Disembarking Train at Key West</a> <a href="#">Members of the Key West Police Dept. Participating in the Parade for Henry Flagler on Duval St., Key West, FL</a>
Lenski, L. (1945). <i>Strawberry Girl</i> . J. B. Lippincott & Company.	Historical Fiction	1940	2-6	<a href="#">Strawberry Schools</a>
Mochizuki, K. (1993). <i>Baseball Saved Us</i> . Lee and Low.	Historical Fiction	1942-1945	K-6	<a href="#">Baseball Americana: Playing Behind Barbed Wire</a>
Polacco, P. (2000). <i>The Butterfly</i> . Philomel Books.	Fiction	1944-1945	K-8	<a href="#">Elizabeth Wilk’s Comments to the Righteous Among the Nations Awards Ceremony, January 27, 2016 (use discretion: does mention executing an entire family)</a> <a href="#">Johan van Hulst (1911-2018)</a> <a href="#">Hidden Children in France During the Holocaust, Yad Vashem</a>
Watts, J. (2012). <i>Kizzy Ann Stamps</i> . Candlewick Press.	Historical Fiction	1963	3-8	<a href="#">President Kennedy’s Civil Rights Address [video]</a>

<p>Scattergood, A. (2012). <i>Glory Be</i>. Scholastic.</p>	<p>Historical Fiction</p>	<p>1964</p>	<p>3-8</p>	<p>Mississippi Freedom Summer Project 1964 Digital Collection  <a href="#">“A Long History of Racism,” <i>The Sun Herald</i></a> (paywalled)</p>
<p>Krull, K. (1996). <i>Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman</i>. Harcourt.</p>	<p>Nonfiction</p>		<p>K-8</p>	<p><a href="#">H.R.1404 – To Posthumously Award a Congressional Gold Medal to Wilma G. Rudolph</a>  <a href="#">“Remarkable Rudolph Defies Odds With Sprint Treble”</a> [video]  <a href="#">“U.S. Women’s Sprint Star Romps Home.” <i>The Canberra Times</i>, September 10, 1960</a>  <a href="#">Souvenir program for Wilma Rudolph Day</a></p>
<p>Catrow, D. (2001). <i>We the People</i>. Penguin.</p>	<p>Nonfiction</p>	<p>1787</p>	<p>3-8</p>	<p><a href="#">The Preamble to the Constitution: Making Inferences About Intent Using Two Drafts From the Library of Congress</a> [blog]  <a href="#">The Constitution: Drafting a More Perfect Union</a> [lesson plan]  <a href="#">The United States Constitution, U.S. History Primary Source Timeline</a></p>