



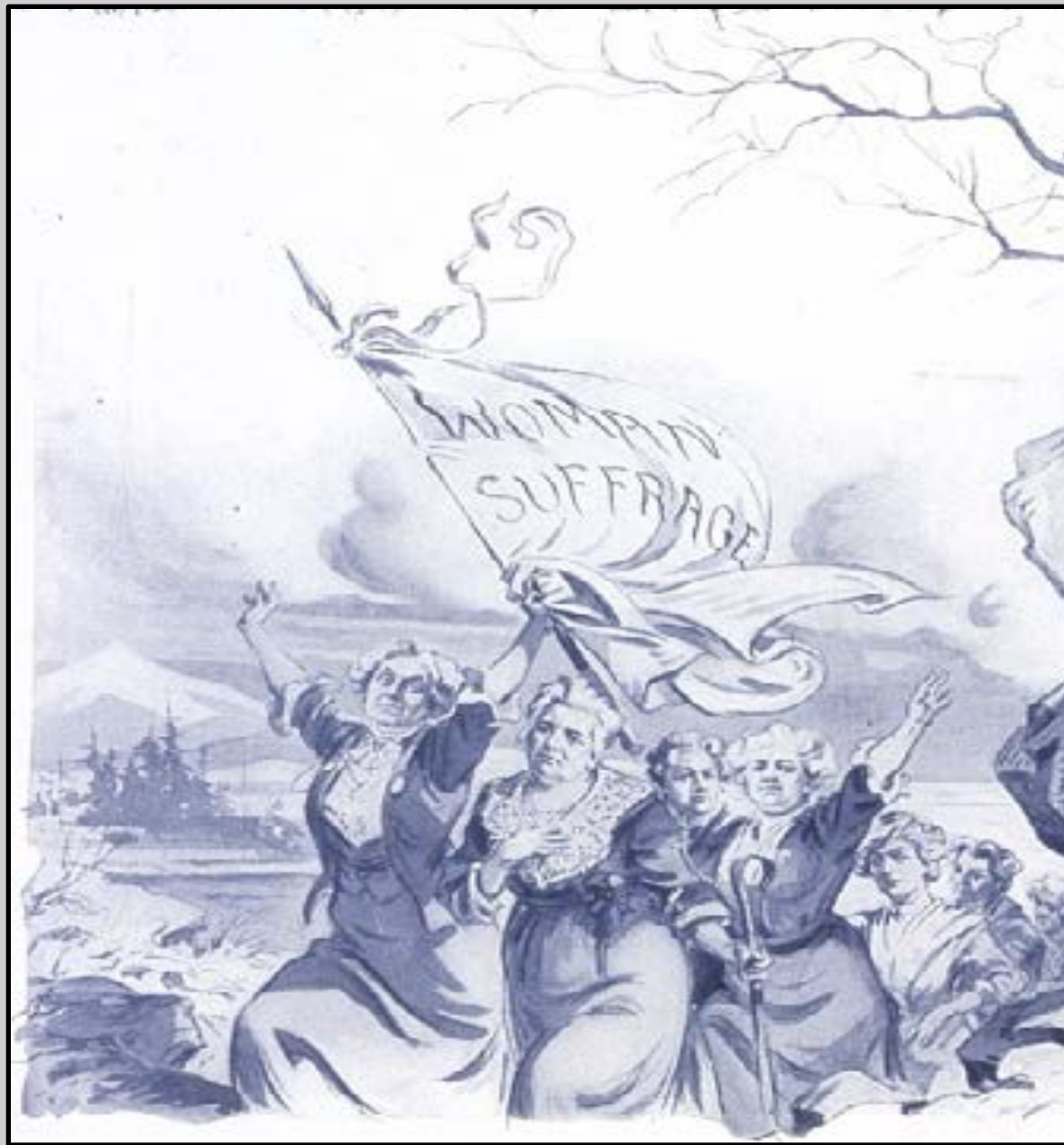
Curriculum Impacts: Perspectives of the Primary Source Creator, Selector, and Learner

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WE, THE WOMEN OF THE IROQUOIS:

Own the land, the lodge, the children.

Ours is the right of adoption, of life or death;

Ours the right to raise up and depose chiefs;

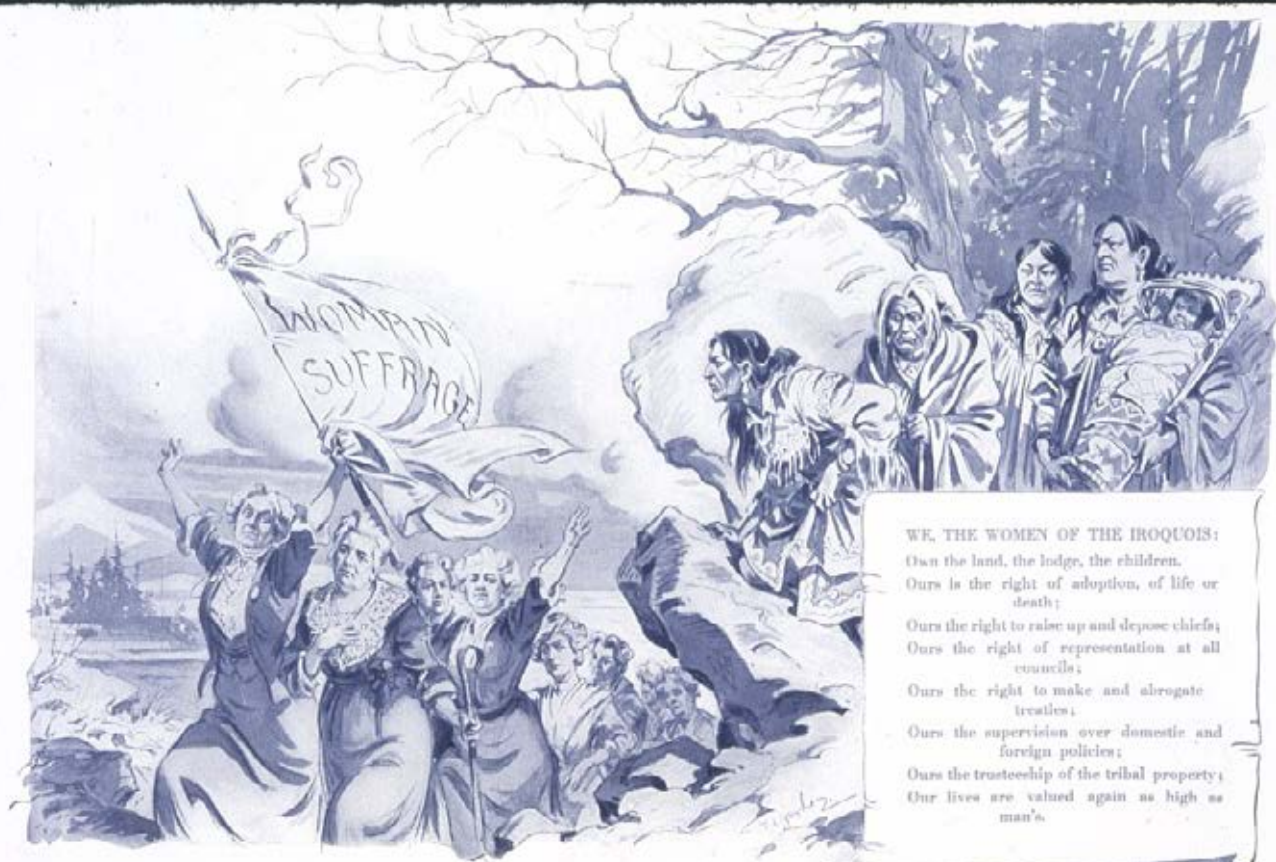
Ours the right of representation at all councils;

Ours the right to make and abrogate treaties;

Ours the supervision over domestic and foreign policies;

Ours the trusteeship of the tribal property;

Our lives are valued again as high as man's.



WE, THE WOMEN OF THE IROQUOIS:
Own the land, the lodge, the children.
Ours is the right of adoption, of life or
death;
Ours the right to raise up and depose chiefs;
Ours the right of representation at all
councils;
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treaties;
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foreign policies;
Ours the trusteeship of the tribal property;
Our lives are valued again as high as
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ILLUSTRATION BY JOSEPH KEPPLER

SAVAGERY TO "CIVILIZATION"

THE INDIAN WOMEN: We whom you pity as drudges reached centuries ago the goal that you are now nearing

Geographic Lens Questions | Dimension 2: Human-Environment Interaction

Elementary D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

Observe	<ol style="list-style-type: none">1. What is the physical geography in the image?2. How does the physical geography differ between the people on the left compared to those on the right?3. How do humans and the environment affect each other?
Reflect	<ol style="list-style-type: none">1. How do you think the people on the left use this physical environment compared to the people on the right?2. How do the humans, landscape, and physical features in the image reflect cultural human-environmental interaction?
Question	<ol style="list-style-type: none">1. What do you wonder about the environment in this image?2. What questions do you have about the spatial aspects of this image?

Note. These are questions to help students analyze the primary source from a geographic disciplinary perspective.

Historical Lens Questions | Dimension 2: Perspectives

Elementary D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

Observe	<ol style="list-style-type: none">1. What are the White women's actions on the left?2. What are the Iroquois women's actions?
Reflect	<ol style="list-style-type: none">1. How do the perspectives of the White women on the left appear to differ from the Iroquois women?2. What do you think are the differences in U.S. White women's societal roles compared to Iroquois women's roles?
Question	<ol style="list-style-type: none">1. What do you wonder about women's perspectives during this historical period?

Note. These are questions to help students analyze the primary source from a history disciplinary perspective.

Economic Lens Questions | Dimension 2: Economic Decision-Making

Elementary D2.Eco.1.3-5. Compare the benefits and costs of individual choices

Observe	<ol style="list-style-type: none">1. What choices do you see the people making?2. What words relating to cost and benefit do you notice in the image?3. What words relating to cost and benefit do you notice in the text?
Reflect	<ol style="list-style-type: none">1. What are the economic benefits and/or of the choices being made by both women's groups?2. What economic benefits do you notice for the Iroquois women in the text?3. What appear to be the economic costs and benefits to the Iroquois women of the White women on the left's choices?
Question	<ol style="list-style-type: none">1. What do you wonder about the economy for both groups of women?

Note. These are questions to help students analyze the primary source from an economic disciplinary perspective.

Civic Lens Questions | Dimension 2: Processes, Rules and Laws

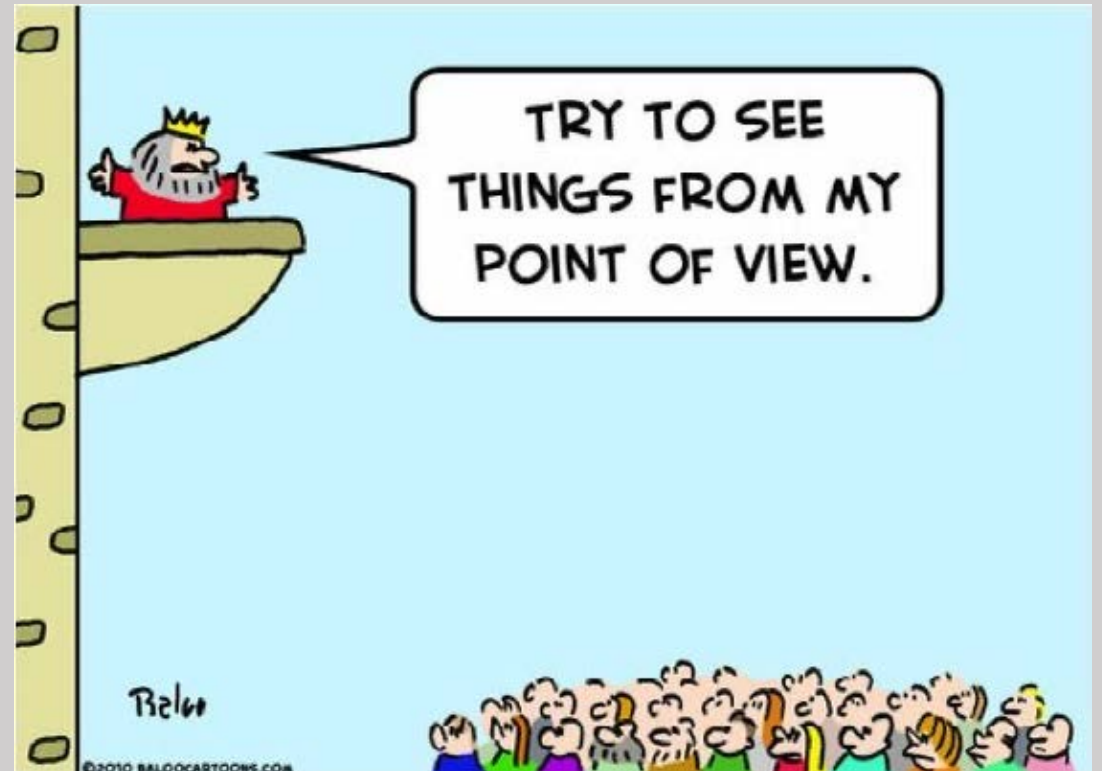
Elementary D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Observe	1. What are the people doing in the image?
Reflect	1. How do the White women's actions on the left portray a changing society? 2. What "rights" do you see being demonstrated in the image?
Question	1. What do you wonder about women's role in society at the time of the image?

Note. These are questions to help students analyze the primary source from a civics disciplinary perspective.

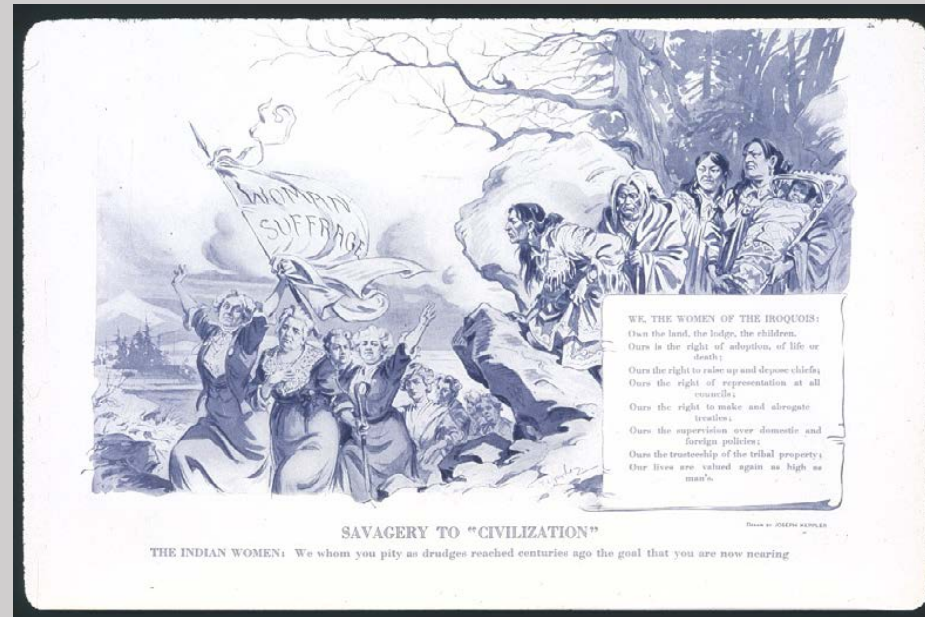
Conceptualizing Perspective Taking

- Creator perspective
- Selector of source perspective
- Learner perspective



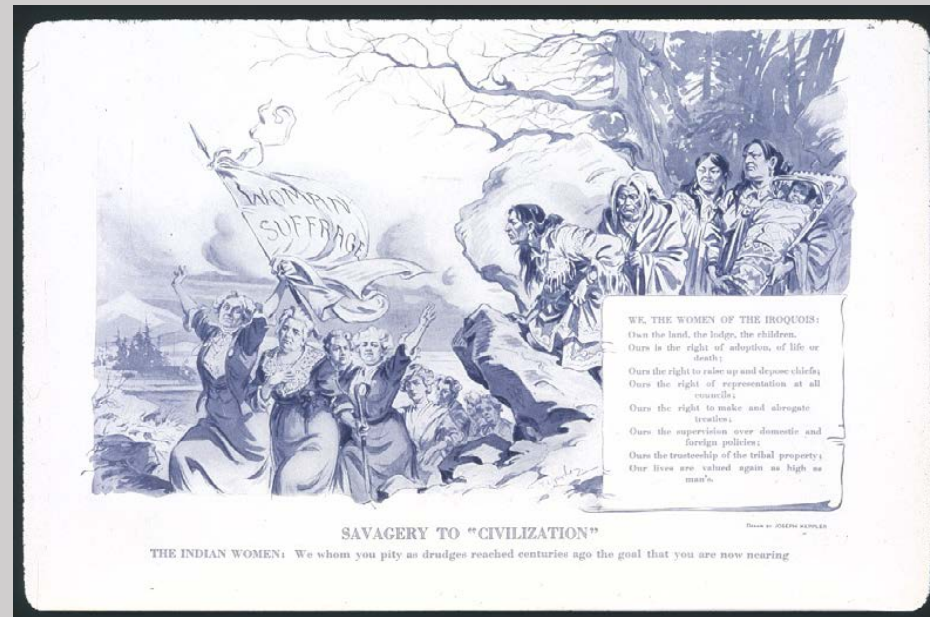
Creator Perspective

- Critical to helping teachers make sense of artifacts
- Critical in positioning teacher in making choices on what sources to utilize



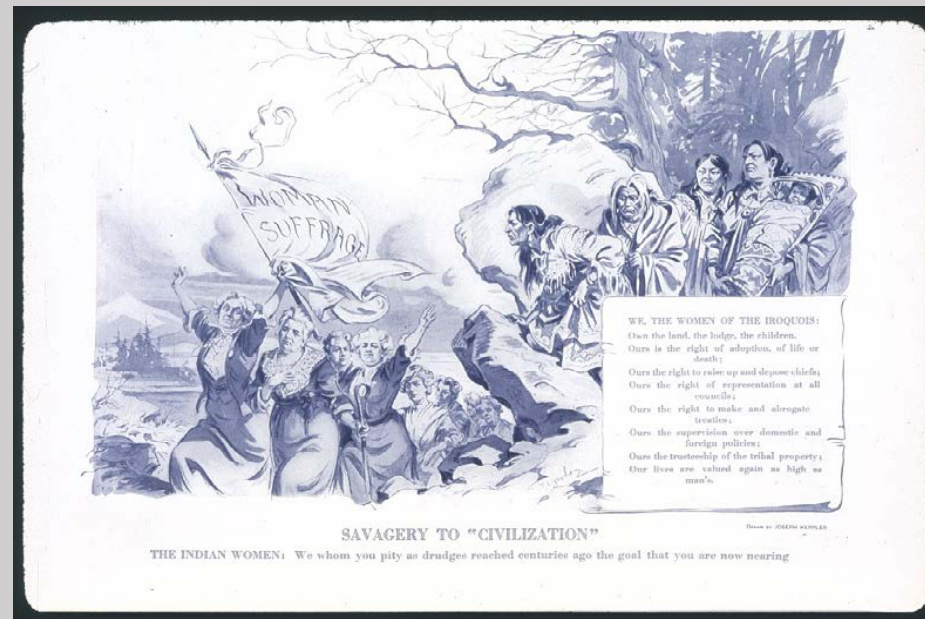
Selector Perspective

- Understanding the disciplinary lens your using
- Understanding whose historical voice is being used
- Having one's question wording go under critical analysis
- Consider the impact of questions one leaves out
- Selector self-reflection important



Learner Perspective

- Must consider students' perspectives, opinions, and beliefs
- Frame questions with learners' lived experiences in mind
- Help students understand they come with their own perceptions/lens



Inquiry and Teaching with Primary Sources



Perspectives of the Primary Source Creator, Selector, and Learner

Ken Carano, Western Oregon University
Tina M. Ellsworth, Northwest Missouri State University

[Read Chapter 1 \(pdf\)](#)



**Using Inquiry to Prepare Students for
College, Career, and Civic Life
Elementary Grades**

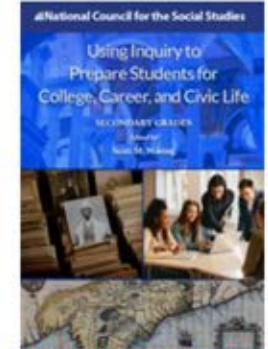
Edited by Scott M. Waring

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