

Historical Thinking



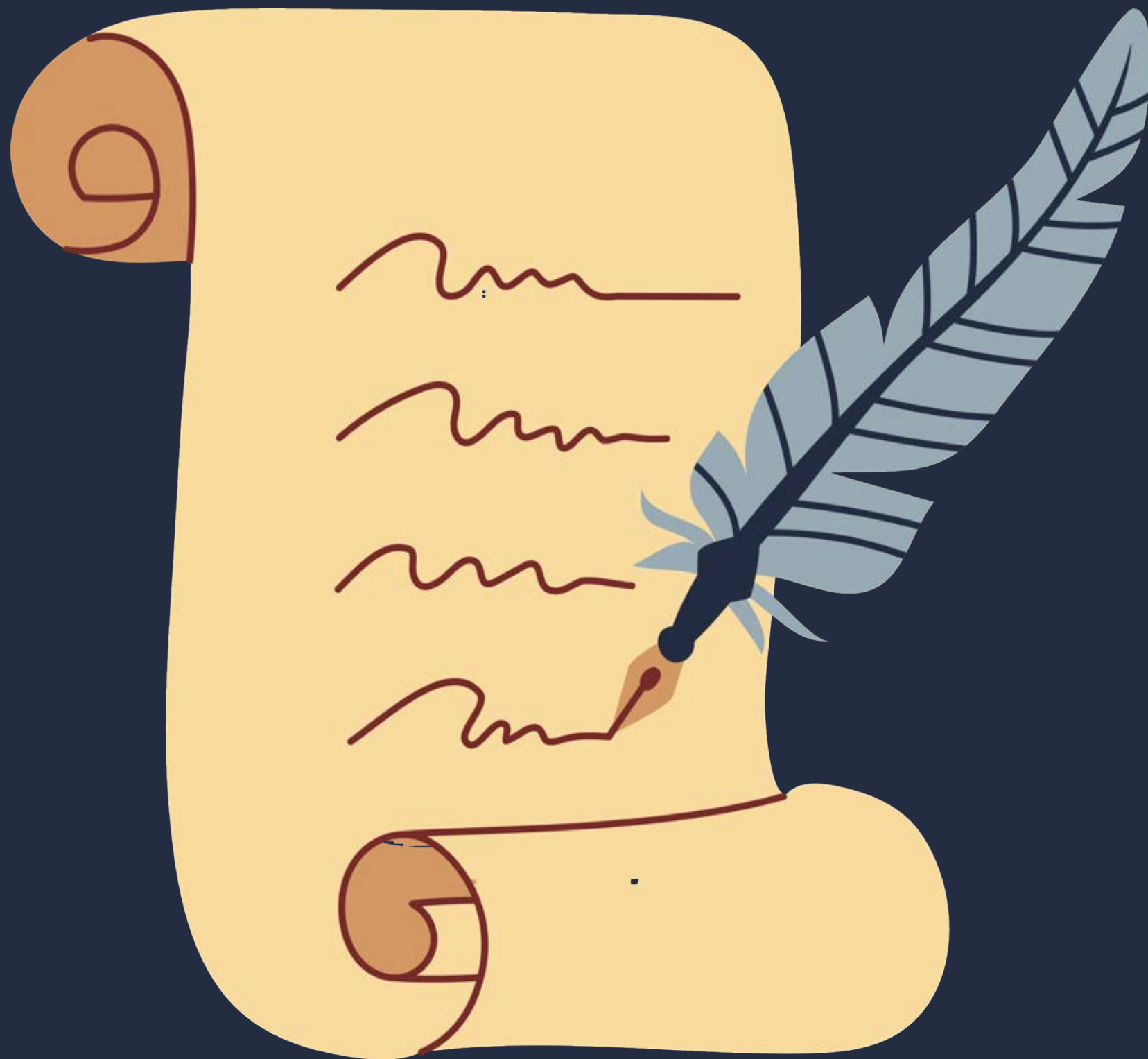
Instructional Level

“WE THE PEOPLE”

To what extent were the
American people represented
in the democracy of this era?

Dr. Jennifer H. Jaso
Dr. Kacie Nadeau
Dr. Tammara Purdin

S.O.U.R.C.E.S. Conference
January 20, 2024

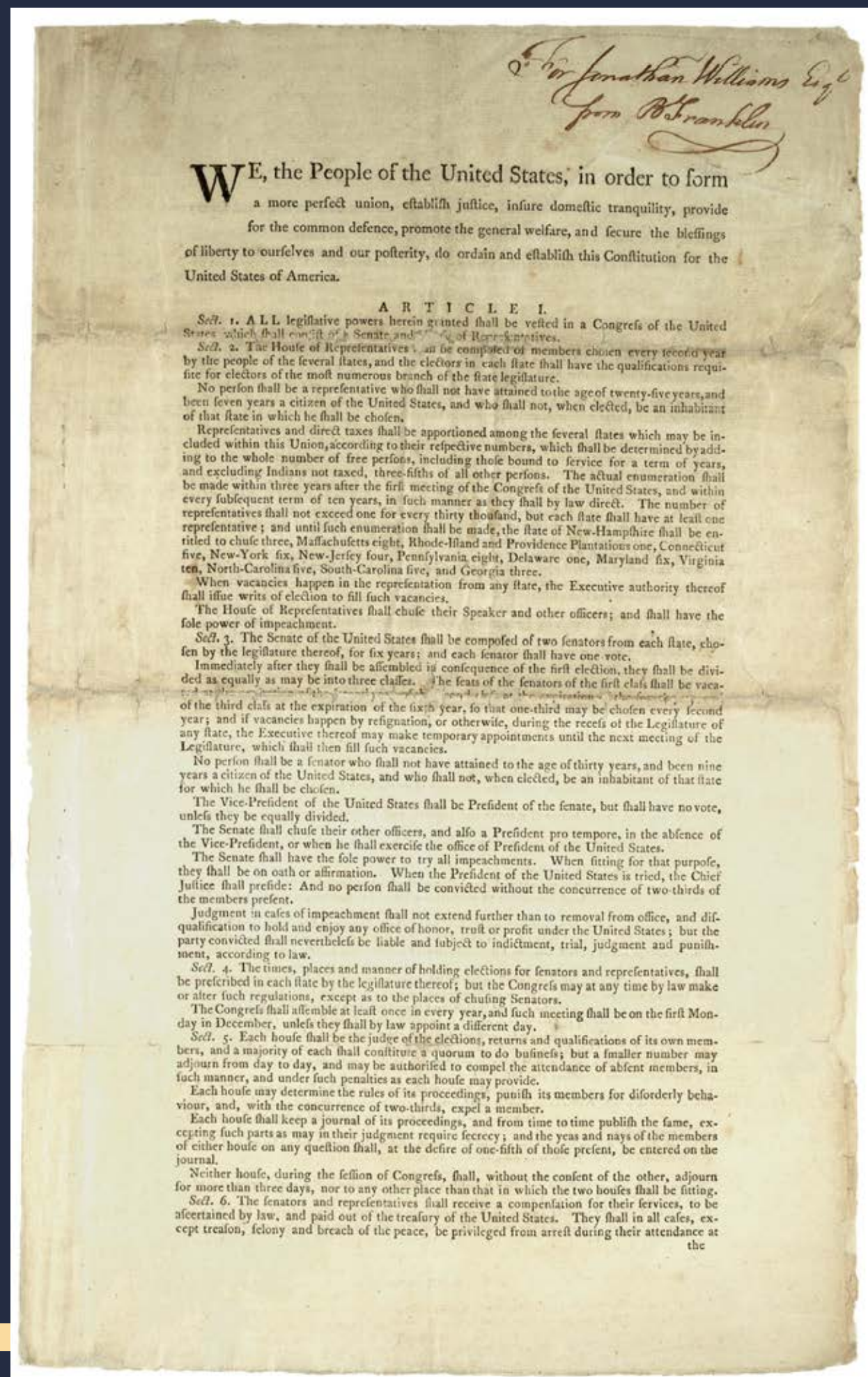


“WE THE PEOPLE”

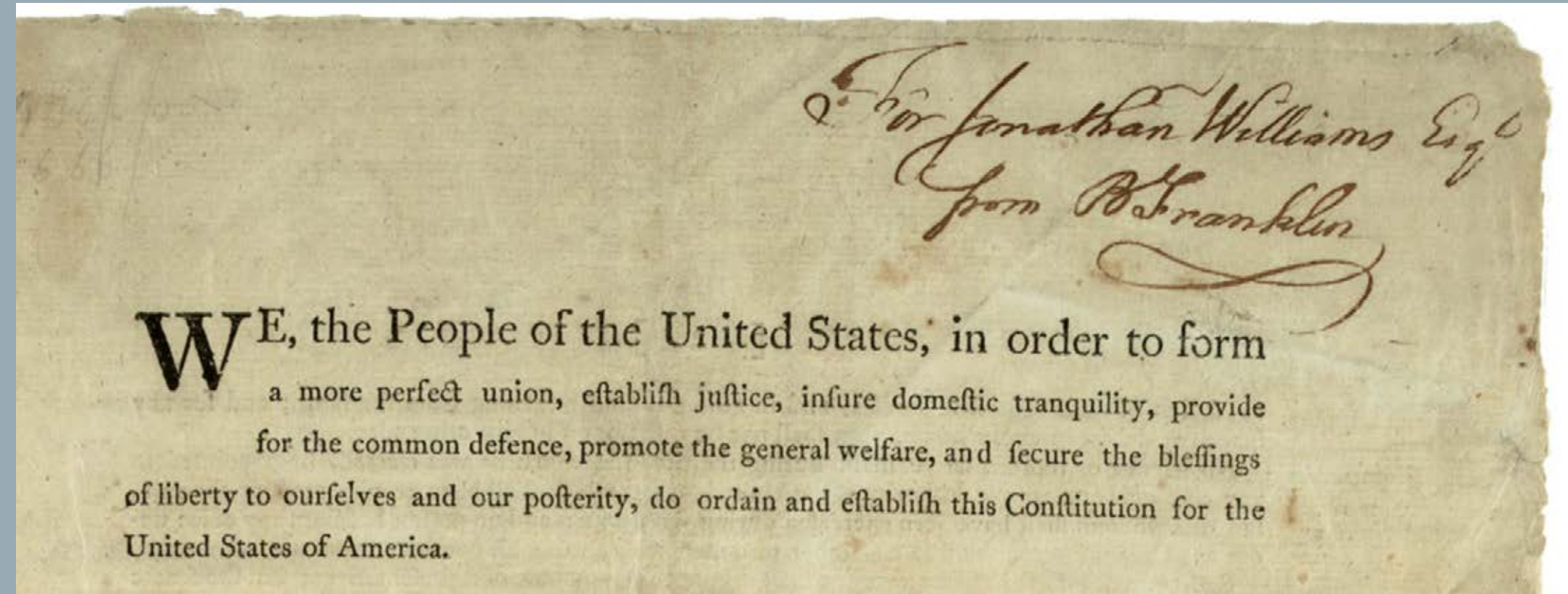
- explore and evaluate diverse documents of our history to broaden the context of peoples in the new nation
- **recognize** that the intention of the phrase “We the People”

“Thus, the Founders’ “Constitution” was not merely a text but a deed---a *constituting*. We the People *do* ordain. In the late 1780s, this was the most democratic deed the world had ever seen.” Amar, 2005, p. 5

Preamble



Constitution. Printed Dunlap & Claypoole edition inscribed to Jonathan Williams, September 17, 1787. (Gilder Lehrman Collection)



Evaluate

In 52 words...Who, Why, and What

Tampered version: We the people of the United States, to make our country better, to bring about fairness, to be sure we have peace at home, to be able to keep everyone safe, to encourage everyone's well-being, to defend our freedoms for ourselves and our children, set in place and create this set of rules and beliefs.

The Preamble & Standards



SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.

SS.5.CG.1.3 Discuss arguments for adopting a representative form of government; gains its power from the people.

SS.7.CL.1.9 Explain the purpose of the Preamble to the United States Constitution.

- Students will **recognize** that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them

SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States constitutional republic

How can context
build more
awareness of the
time in which these
founders/peoples
lived?



How could you qualify
“We” among the
people?
(Or something else?)

What might be said for
their judgement or
character at various
points of their life?



Why is it
important to
consider the
various
perspectives of
lived
experiences?

Historical Thinking Skills/Disciplinary Literacy Skills

= PREPARED STUDENTS  PREPARED CITIZENS

HISTORICAL THINKING CHART

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

Sourcing
Contextualization
Close Reading
Corroboration

Reading History

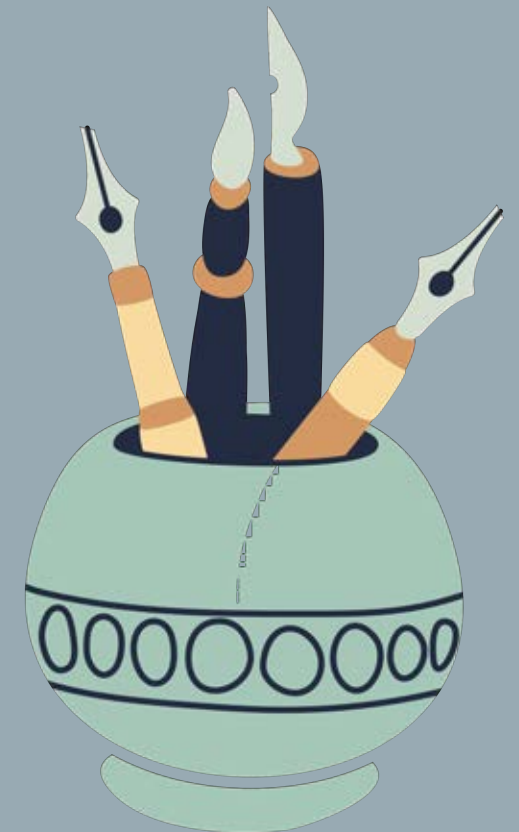
When you “read” *history*, ask yourself these questions:

- Who wrote this document?
- When was it written?
- What kinds of evidence does the author use?
- Is the evidence reliable?
- Is the author trying to promote a particular viewpoint?



Contextualization

- promotes historical empathy as opposed to present mindedness
- is an active thought process that removes modern perspective in preparation for an analysis/ understanding of the past



Contextualization: Dual Processes

Skill for student



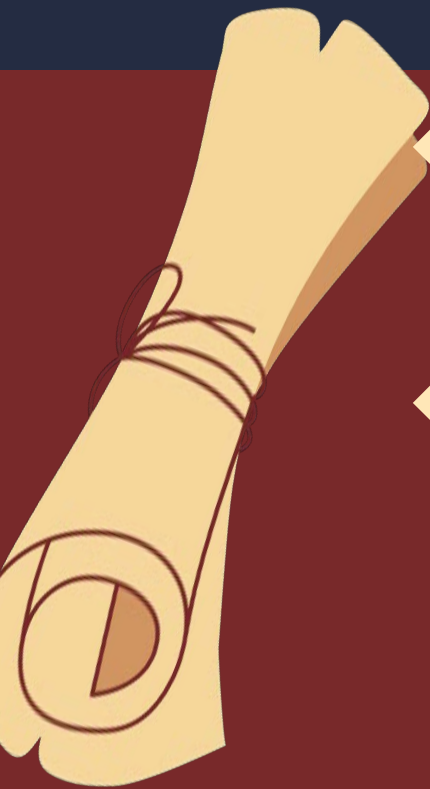
Context adds an invaluable nuance to historical events providing **greater engagement with author's purpose and point of view, and historical context enhancing agency.**

al Practice



Historical Framework

Build an understanding of what life was/is like during the time.



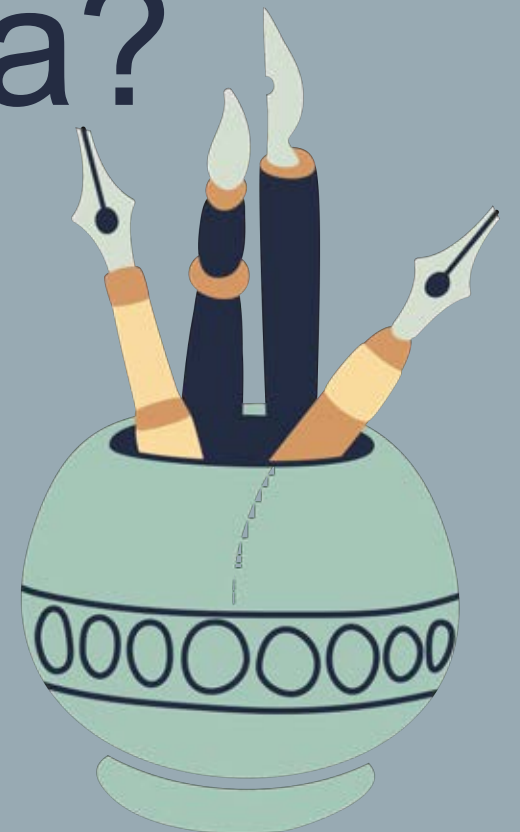
- ❖ Why should we consider context?
- ❖ How does someone's experience shape their decisions and/or point of view?
- ❖ Not just a skill to be successful academically, but to

<p>IDEAS & VALUES: The ways people involved in a particular historical event thought about life.</p> <p>How did people talk to each other? Did they value manners? What did people think about their environment, human rights, the role of government, etc.?</p>	<p>GEOGRAPHICAL INFLUENCE: The difference <i>time and place</i> made in a particular historical event.</p> <p>How did the environment help or hinder people's lives? Were they isolated? Were they subjected to storms and disasters?</p>
<p>SOCIAL ISSUES: The ways people involved in a particular historical event related to each other.</p> <p>How did age, economic status, sex, and position in a community affect individuals and groups? How did relationships to others limit or benefit them?</p>	<p>CULTURAL ISSUES: The ways customs and traditions of people influenced the developments of a particular historical event.</p> <p>What role did women play? What professions did men and women have? How did religious beliefs and practices influence people?</p>

question



To what extent were the American people represented in the democracy of this era?



“In 1787, democratic self-government existed almost nowhere on earth.”

"Before the American Revolution, no people had ever explicitly voted on their own written constitution." p. 8

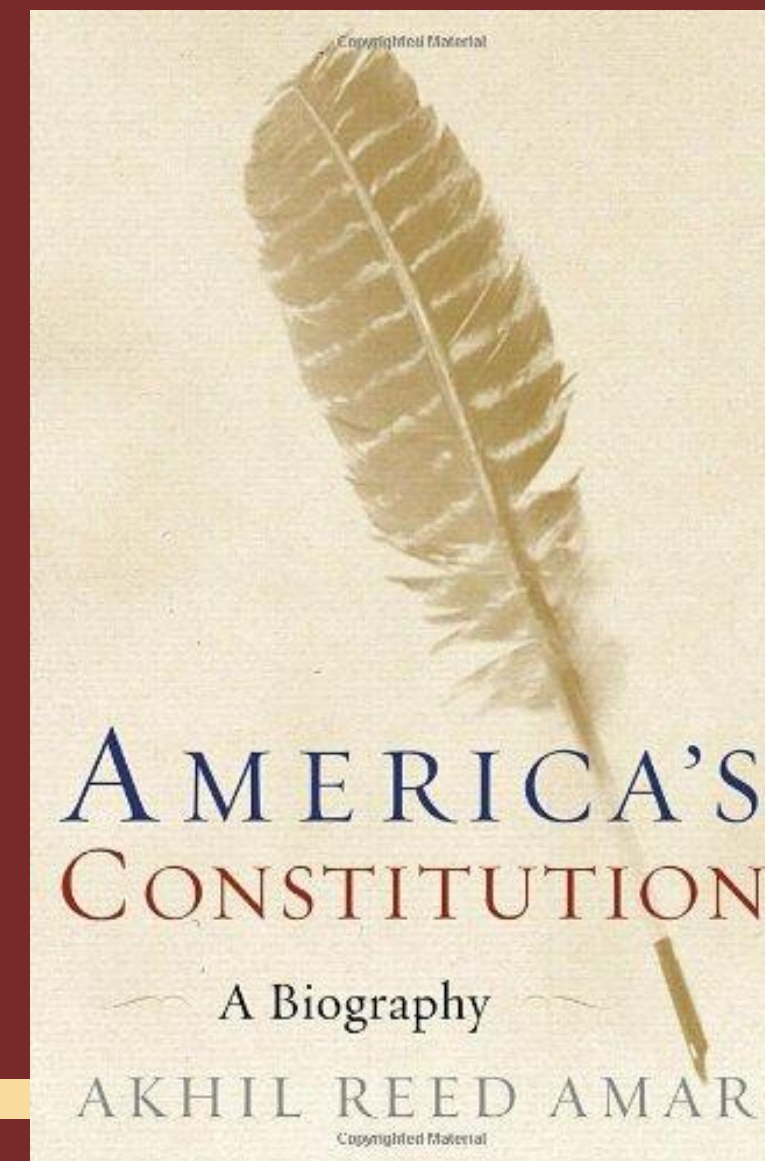
“Never before had so many ordinary people been invited to deliberate and vote on the supreme law under which they and their posterity would be governed.” p. 10

“America’s Founding gave the world more democracy than the planet had thus far witnessed.” p. 14

“Where had anything close to universal suffrage ever existed prior to 1787?” p. 19

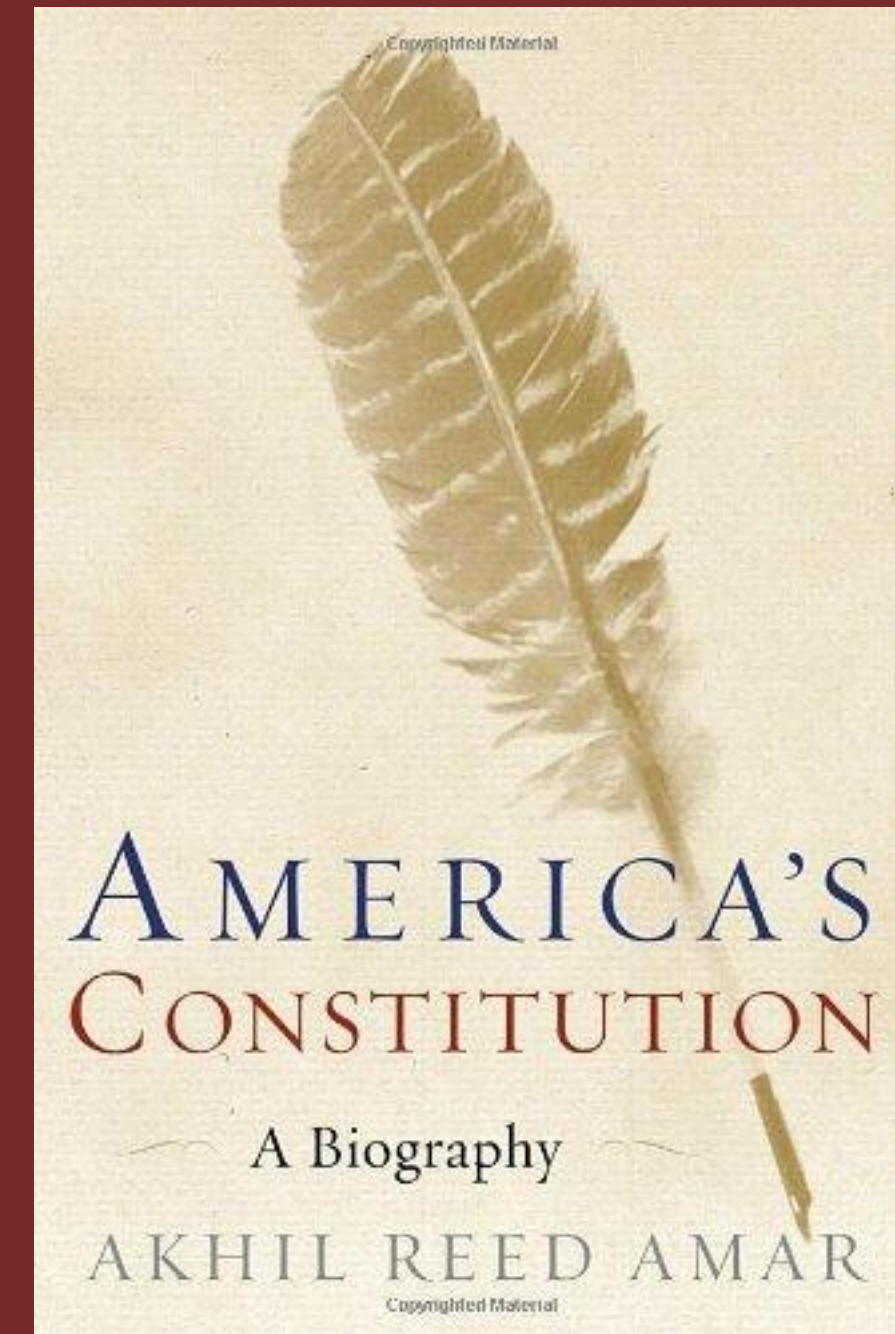
Amar, 2005

Let’s put this in context...



Inquiry based approach: student driven “arrived at” thinking

- ❑ History Day
- ❑ College, Career, Civic Life (C3) Framework
- ❑ Digital Inquiry Group (formerly Stanford History Education Group-SHEG)
- ❑ Document Based Question Approach (DBQs)
- ❑ S.O.U.R.C.E.S
- ❑ Visual Thinking Strategies (VTS)

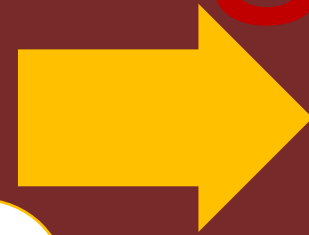


Why are primary sources routinely used less in elementary classrooms?

Who is doing the thinking?

Teacher-Given Thinking

- Forged reasoning is repeated from an authority
- Creativity is lost in comprehension through authoritative thinking



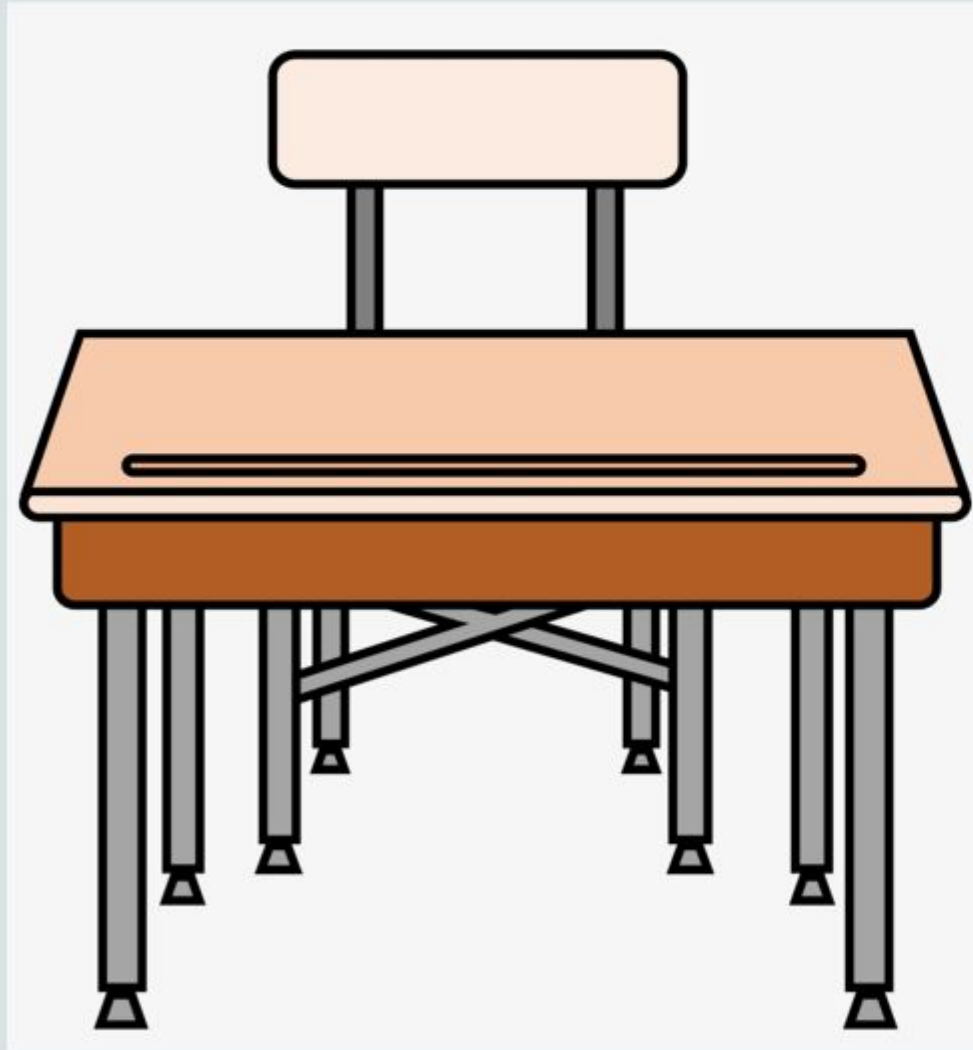
Arrived at Thinking

- Personally derived insights have longevity, greater applicability, and versatility in new contexts
- Creativity of thought is curated through reasoning and sense-making



Simultaneous Roles

Stewards of content



Stewards of pedagogy



Selecting Primary Sources



- ◊ Grade and developmental level appropriate
- ◊ Aligned to social studies, history, and/or literacy standards
- ◊ Multiple perspectives and types of sources
- ◊ Comprehension and motivation work in tandem
- ◊ High interest (think beyond textual documents as well)
- ◊ Selection based on your responsibility as both

Presence of the “People”

“Before the American Revolution, no people had ever **explicitly voted on their own written constitution.**” (Amar, p. 8, 2005)

Article IV guaranteed every state a “Republican Form of Government”-that is a government ultimately **derived from the people**, as opposed to an aristocracy or monarchy” (Amar, p. 16, 2005)



John Blake White (1781-1859)
General Marion Inviting a British Officer to Share His Meal
1836



James Peale Sr., 1795
The Artist and his Family

Who are the “People”?

<https://www.pafa.org/museum/collection/item/artist-his-family>

- Veterans
- Teachers
- Clergymen
- Enslavers
- Merchants
- Yeomen
- Immigrants
- The Enslaved
- Politicians
- Aristocrats
- Caregivers

Indivisible Continental Conversation: 1776 versus 1787

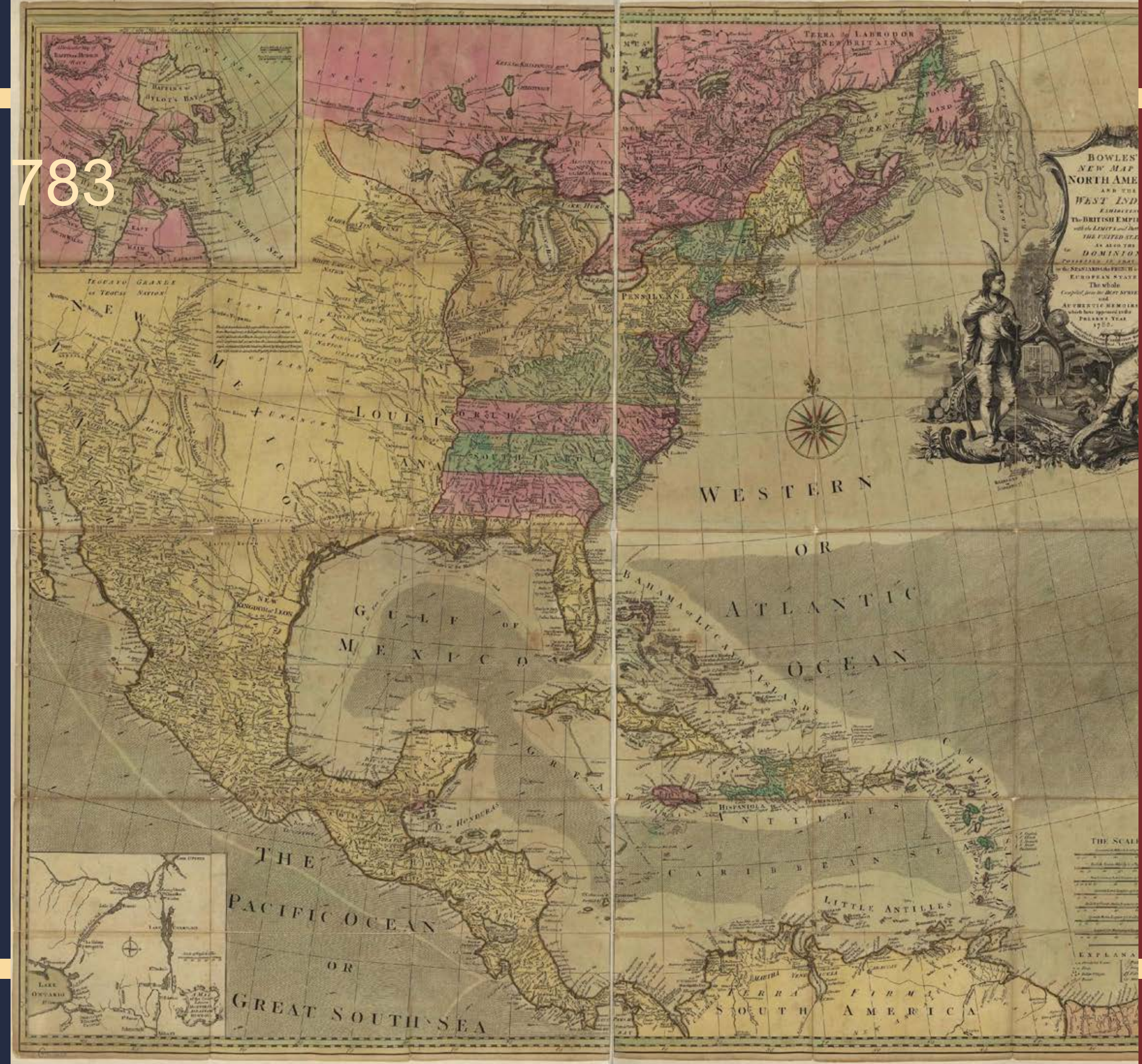
“Any plan to form an indivisible continental nation and thereby relocate ultimate authority away from individual states with century deep-roots needed to win the **consent of the governed** in a well-focused **continental conversation**.

Amar, p. 42, 2005

Bowles, Carrington, 1783

North America and the West Indies

- British Empire
- Limits and boundaries of the United States
- Dominions possessed by the
 - Spanish
 - French
 - other European states



The “People” and the Makings of a Constitution

George Washington to Henry Knox
Mount Vernon, Virginia, February 3, 1787.

Abigail Adams to Mary Rutledge Smith, 14 July 1787

If government shrinks, or is unable to enforce its laws; fresh maneuvers will be displayed by the **insurgents** – anarchy & confusion must prevail – and **every thing will be turned topsy turvey in that State**; where it is not probable the mischiefs will terminate...But at the same time I give this opinion, I believe that the political machine will yet be much **tumbled & tossed, and possibly be wrecked** altogether, before such a system as **you have defined, will be adopted**

I think you would be pleasd with the Tour. the disagreeable **Situation of the Massachusetts** for some months past is changed I presume for the better, and I would hope the Rebellion quite Surpressd. The **discontents of the people cannot be grounded in reason, for there is no Country in the world where the liberties and properties of the subject are more sacredly preserved**, nor are there any subjects who pay less for the ease and security which they enjoy, but the Idea of these **insurgents** is that they ought to pay nothing nor be at any trouble for preserving to themselves the Blessings of Peace & security...

The “People” and the Constitution: Growth and progress

The “People”: The Federalist Papers No. 14

James Madison, November 30, 1787

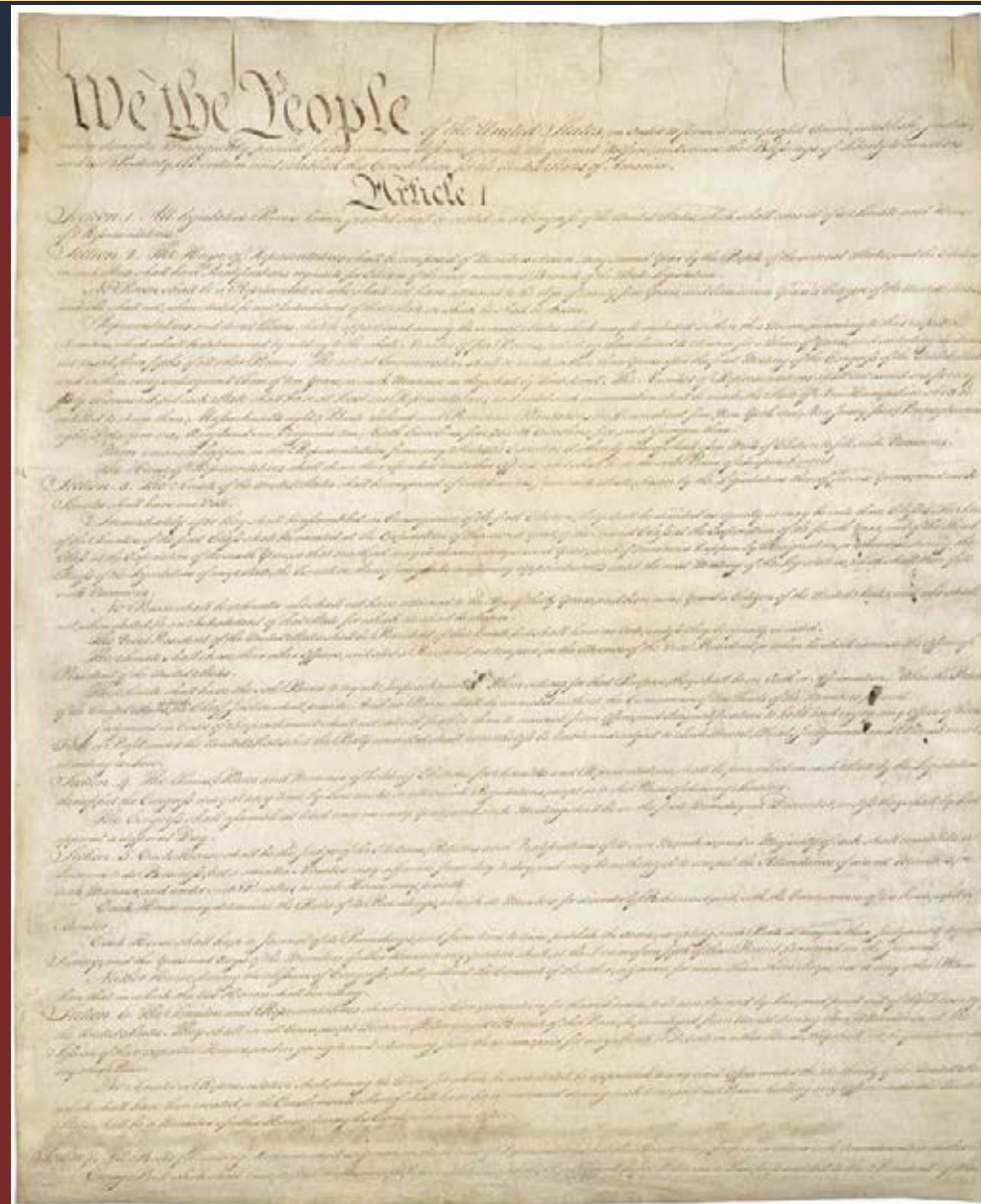
A fourth and still more important consideration is, that as almost every State will, on one side or other, **be a frontier**...It may be inconvenient for Georgia, or the States forming our western or northeastern borders, to send their representatives to the seat of government; but **they would find it more so to struggle alone against an invading enemy, or even to support alone the whole expense of those precautions** which may be dictated by the neighborhood of continual danger. If they should **derive less benefit, therefore, from the Union in some respects than the less distant States, they will derive greater benefit from it in other respects, and thus the proper equilibrium** will be maintained throughout.

Layers of Representation

“Nowhere did the Constitution require House members *to meet any property threshold*, and the document also barred both Congress and states from *adding statutory property qualifications*...Remarkably, a man *could serve as a United States senator* even if he did not *own enough property to vote for* his state senate, or his state assembly...” (Amar, p. 66, 2005)

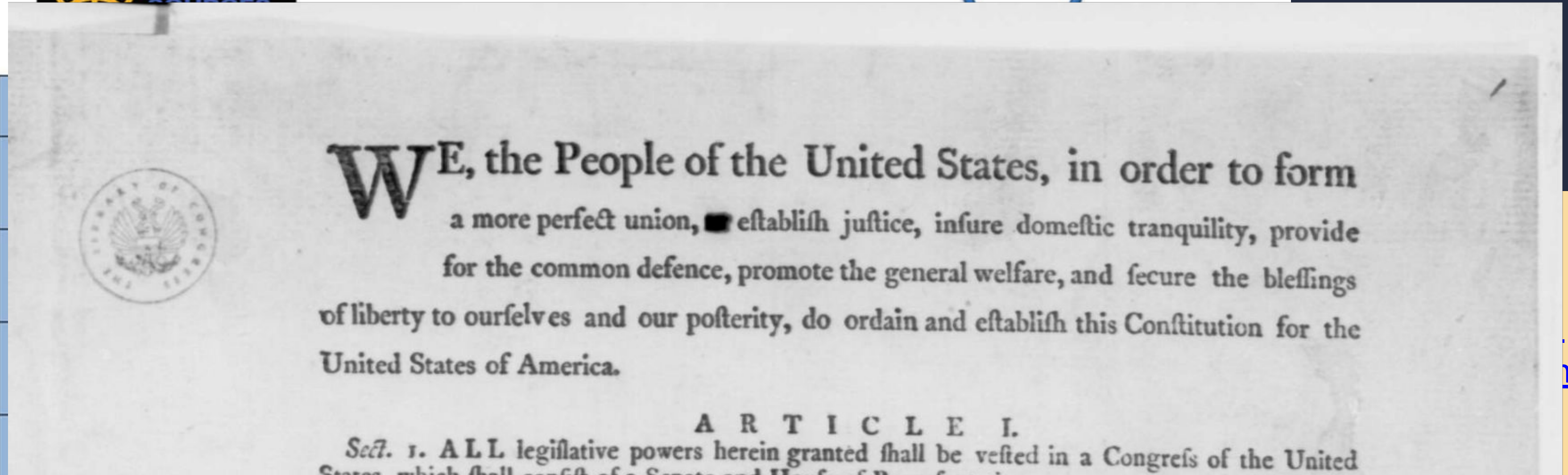
Article I Section 3

No person shall be a Senator who shall not have attained to the **age of thirty** years, and been **nine years a citizen** of the United States, and who shall not, when elected, be an **inhabitant of that state** for which he shall be chosen.



Article VII

The Ratification of the Conventions of nine **States**, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.



R	the Lines	the source was created that was not stated?	
C	Corroborate and Refute	Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the fundamental source ?	
E	Establish a Plausible Narrative	Using all the evidence from the sources you examined, what are your thoughts about the essential question ? What have you learned?	
S	Summarize Final Thoughts	What questions do you still have? What else do you want to know? Do you still need sources to more fully answer the essential question ?	

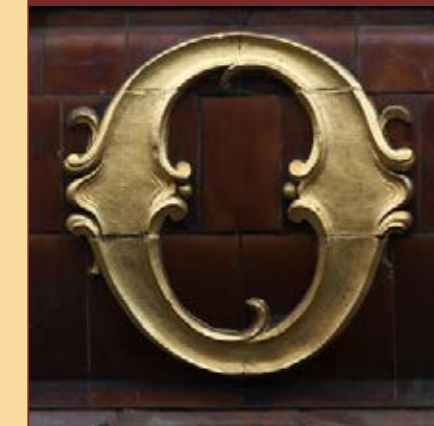
- Where does the source originate?
- Who wrote it? When was it written?
- What events could have influenced this source?
- What are your impressions of this sources? Is it reliable? Why or why not?



crutinize



- What else do you need to know to fully understand the source?
- What other sources do you wish you had?
- What additional content do you need to know?



Organize



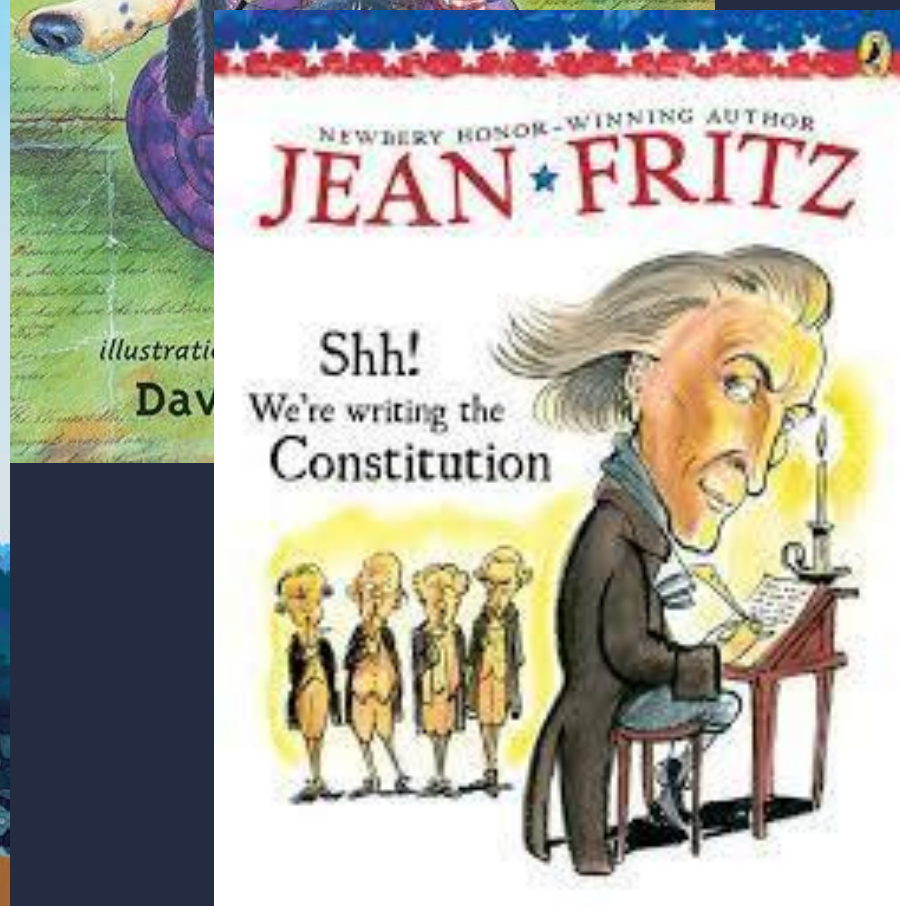
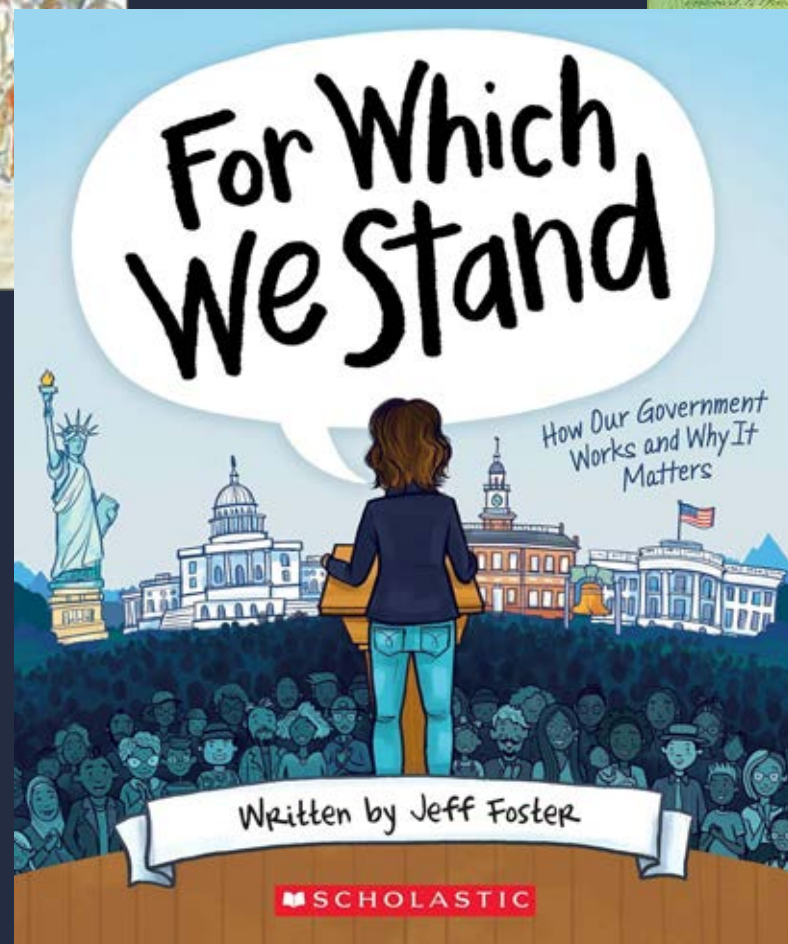
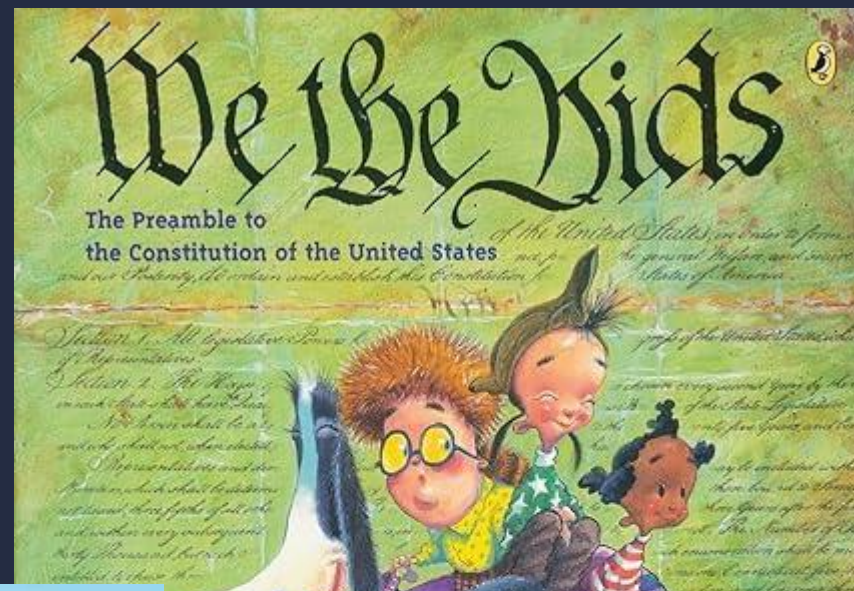
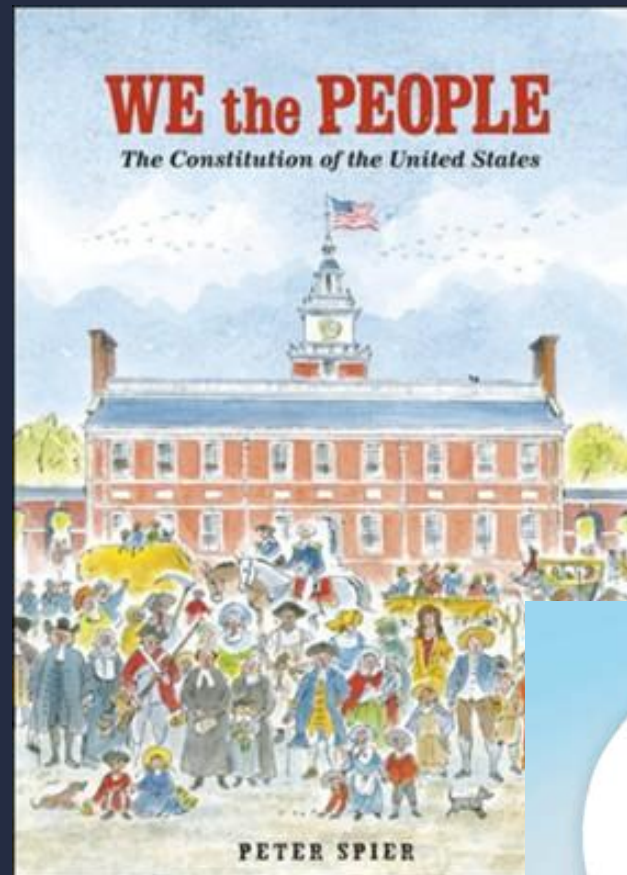
- What is happening at the time when the source was constructed?
- Where is the location for the origin of the source?
- Place the source in its proper geographic and **historical context**?



Understanding
the concept



Possible trade books



Understanding
the concept



- What inferences about the source can you make that are not evident?
- Was there a reason for why the source was created that was not stated?



head between
the lines



in the go
"in order
"tranquili
"Liberty
this soler
manner
openly by
Mary



To the President, Senate, and House of Representatives
of the United States—
The petition of the People of Colour, Freemen, within the City
and Suburbs of Philadelphia.

"We the People of the United States
establish Justice, insure domestic
peace, and to secure the blessings of
Liberty to ourselves and our posterity— We apprehend
a trade carried on in a clandestine
manner equally wicked practised
in our States upon the waters of
the Atlantic Men sufficiently callous as to

in them; thus these poor helpless victims like droves of cattle are
seized, fettered, and hurried into places provided for this most horrid
traffic, such as dark cellars and garrets, as is notorious at North-west
York



"In the narrow but liberal walks of domestic life our sphere lies. To act nobly in this be our aim. As mothers, wives, sisters, and daughters, we may all be important, teach our little boys, the inestimable value of Freedom, how to blend and harmonize the natural and social rights of man, and as early impressions are indelible, this assist our dear country, to be as glorious in maintaining, as it was great in gaining her immortal independence."

<https://wams.nyhistory.org/building-a-new-nation/navigating-the-new-government/republican-motherhood/#>



**corroborate
and refute**

Mrs. Robert Bolton (Anne Jay, 1793-1859) and Children, Robert and Anne
William Etty (artist), Mrs. Robert Bolton (Anne Jay, 1793-1859) and Children, Robert and Anne, 1818. New-York Historical Society, Bequest of Reginald Pelham Bolton.

To what extent were the American people represented in the democracy of this era?

Students need to demonstrate their understanding through an evidenced based paragraph or essay; or some form of presentation:

- ✓ Website
- ✓ Documentary
- ✓ Power Point



establish
a plausible
narrative



Students need to examine their thoughts regarding this inquiry. This part should include the teacher engaging with the students and possibly prompt further considerations.

Teachers could take this opportunity to tie this to the present and to contemporary issues.

Teachers can also encourage and empower students to become change agents themselves.

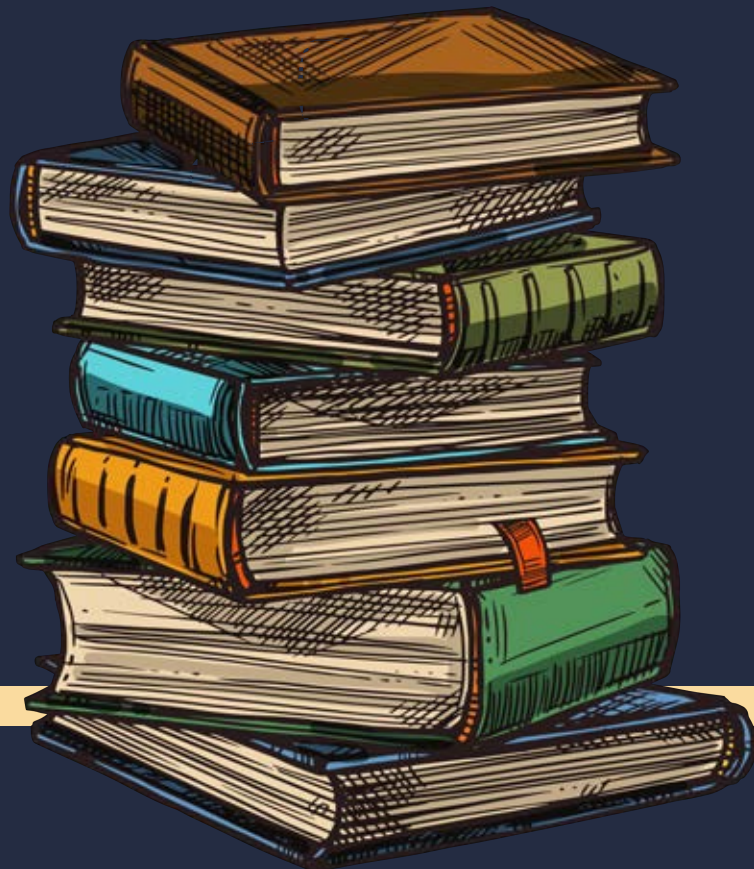


ummarizing
final thoughts



Student Agency: Who are “WE the People”?

- ✓ actions
- ✓ views
- ✓ broaden perspectives
- ✓ encourages informed engagement



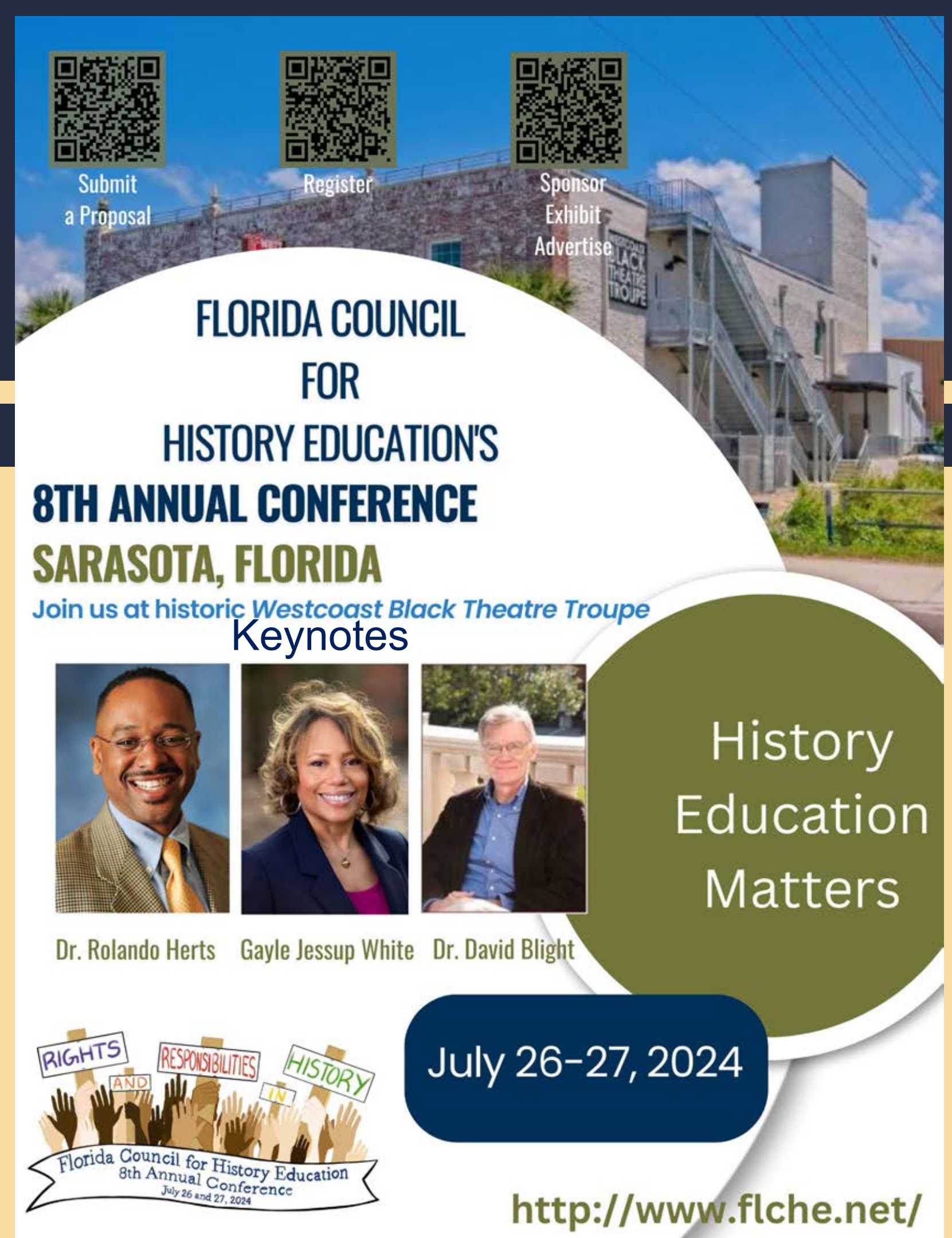
Eliciting contextualization ensures we learn from our past to create a more informed and engaged future.

Erasing (or ignoring) history instead of providing context is passive and dangerous.

When history teachers are silent, we are permitting our students the opportunity to engage and have greater agency.

Thank you!

jenniferjaso@flche.net
kacienadeau@flche.net
tammrapurdin@flche.net






The poster features a background image of a historic building with a sign that reads "WEST COAST BLACK THEATRE TROUPE". At the top, there are three QR codes with labels: "Submit a Proposal", "Register", and "Sponsor Exhibit Advertise". The main text reads "FLORIDA COUNCIL FOR HISTORY EDUCATION'S 8TH ANNUAL CONFERENCE SARASOTA, FLORIDA". Below this, it says "Join us at historic Westcoast Black Theatre Troupe". A section titled "Keynotes" features three portraits of speakers: Dr. Rolando Herts, Gayle Jessup White, and Dr. David Blight. To the right, a green circle contains the text "History Education Matters". At the bottom right, a dark blue rounded rectangle displays the dates "July 26-27, 2024". At the bottom left, there is a logo with hands holding signs that say "RIGHTS AND RESPONSIBILITIES IN HISTORY" and a banner that reads "Florida Council for History Education 8th Annual Conference July 26 and 27, 2024". The website "http://www.flche.net/" is at the bottom right.

Submit a Proposal Register Sponsor Exhibit Advertise

FLORIDA COUNCIL
FOR
HISTORY EDUCATION'S
8TH ANNUAL CONFERENCE
SARASOTA, FLORIDA
Join us at historic *Westcoast Black Theatre Troupe*


Keynotes



Dr. Rolando Herts Gayle Jessup White Dr. David Blight

History Education Matters

July 26-27, 2024


Florida Council for History Education
8th Annual Conference
July 26 and 27, 2024

<http://www.flche.net/>