Understanding Artifacts: Tools for Primary Analysis

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Who are we?

Anne

Robert

- 19th year in classroom
- Certified in Social Studies (6-12) and ELA (6-12)
- Earned Florida Civics Seal of Excellence 2023
- 300-Hr ESOL Endorsement
- 2016 James Madison Fellow (Florida)
- 2021 Robert Jackson Fellow
- American Revolution Institute Master Teacher (2016)

- 18th year in classroom
- Certified in Social Studies (6-12) and Mathematics (5-9)
- Florida Civics Seal of Excellence 2023
- 300-Hr ESOL Endorsement
- Polyglot: Speaks 5 languages, teach in 3 (International Centre)
- Taught IB DP & MYP in South Korea (4 yrs)
- American Revolution Institute Master Teacher (2023)

What methods are we looking at?

- Our students often need help analyzing a given source and then writing about it.

- We can use different methods for different types of sources and different levels of learners.

- Some methods are good for ELLs or ESE students - others are better for AICE or Honors

- The methods we are looking at here can be (and have been) used with different classes and different levels of students.

- We are looking at three main strategies: **APART** (for source analysis), **TEASE** (for answering DBQs and other types of writing) and the **ORQ** (for artifact analysis).

APART Rationale

Many students have difficulty in getting started with document or image analysis. **APART**, found on the internet, is a means by which a teacher can help students break "apart" a source into more manageable pieces that can be easily and meaningfully used to understand the source.

This has been used with great success for a number of years in Social Studies classes of varying levels. It has been adopted by both the US History team and the Reading Department at East Lee County High School.

APART

- Great for: Written and Visual Sources

- APART stands for
  - ➢ *Author/Artist*
  - ➢ *Place and Time*
  - ➢ *Audience*
  - ➢ *Reason*
  - ➢ *The Big Picture*

- Best used with:
  - ➢ *Most levels*
  - ➢ *Most readers*
  - ➢ *Small groups or pairs (at first)*

APART

- Author or Artist - Who created the source?

- Place and Time - When/where was the source created or where/when does it depict?

- Audience - Who was it created for?

- Reason - Why was it created?

- The Big Picture - What was going on in the world that made the source relevant?

APART - a sample lesson

- Take out a piece of paper and, going down, write the letters APART on separate lines.

- A: Who is the author or artist? What do we know of him/her?

- P: Where/when was the source created?

- A: Who was the intended audience?

- R: Why was this source created?

- The Big Picture: What does this source tell us about life and what is going on in the world?

A
P
A
R
T

A Class in the Condemned Essex Market School with the Gas Burning by Day (Jacob Riis, New York, ca. 1890)

Using APART with written sources

"…But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces with the unbounding determination of our people we will gain the inevitable triumph so help us God. "
    -(FDR, Speech to Congress, 12/8/1941)

TEASE Rationale

Many students have difficulty with writing argumentative or analytical essays. **TEASE**, developed by Michelle Brough (Reading) and Anne Hester (Social Studies), is a means by which a teacher can help students "tease" the information out of a given text and give writers a road map of how to present and organize their thoughts coherently. The method also helps writers to clarify their thoughts in such a way that it "teases" the reader into wanting to read more.

This has been used with great success in Social Studies and ELA classes at East Lee County High School.

TEASE

- Great for: Written Responses to DBQs, Argumentative Essays, Short Writing Tasks

- TEASE stands for
  - ➢ *Thesis*
  - ➢ *Evidence*
  - ➢ *Analysis*
  - ➢ *Summary*
  - ➢ *Edit*

- Best used with:
  - ➢ *Most levels*
  - ➢ *Most readers*

TEASE

- Thesis: What is your main statement, point you want to make or subject that you are writing about?

- Evidence: What proof or documentation do you have to support your idea?

- Analysis: How does your evidence support what you are trying to say in your thesis?

- Summarize: Bring together your evidence and show your reader why your thesis is accurate or proven.

- Edit: Go back through your writing and check it for mechanics and completeness.

TEASE - a sample lesson

- Look at the idea you are being asked to discuss. Think about what you want to say.

- T: What is the idea/viewpoint that you are writing about? State it clearly and precisely.

- E: What evidence do you have that your thesis is accurate? Use the text or research you have done to support your thesis.

- A: How does your evidence support the thesis? Show us clearly how each item connects to the thesis.

- S: How does all your evidence support the thesis and work together?

- E: Proofread your work to make sure that it looks and sounds right/makes sense.

Using TEASE with a historical text

"…But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

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Using TEASE with a historical text

Using the text on the previous page as your source, answer the following question:

To what extent did Roosevelt believe that he could justify and be supported by the American people and Congress in declaring war against Japan?

Using TEASE with a literary text

Ozymandias **BY PERCY BYSSHE SHELLEY**

I met a traveller from an antique land,

Who said—"Two vast and trunkless legs of stone

Stand in the desert. . . . Near them, on the sand,

Half sunk a shattered visage lies, whose frown,

And wrinkled lip, and sneer of cold command,

Tell that its sculptor well those passions read

Which yet survive, stamped on these lifeless things,

The hand that mocked them, and the heart that fed;

And on the pedestal, these words appear:

My name is Ozymandias, King of Kings;

Look on my Works, ye Mighty, and despair!

Nothing beside remains. Round the decay

Of that colossal Wreck, boundless and bare

The lone and level sands stretch far away."

Using TEASE with a literary text

Using the text on the previous page as your source, answer the following question:

Explain the emotion(s) that Shelley is trying to convey about the statue (sad, happy, in awe, etc.) and use textual evidence to support your thesis.

Source of text:
https://www.poetryfoundation.org/poems/46565/ozymandias

Sample TEASE response paragraph.

Shelley wrote the poem " Ozymandias" and used its centerpiece statue to convey a feeling of hopelessness in the face of the inevitability of time. The reader can easily see the hopelessness of the statue in lines 12-13 which read, " Look on my Works, ye Mighty, and despair! Nothing beside remains." The lines reflect how the once "mighty" and amazing statue of a self proclaimed "King of Kings" has withered away to almost nothing due to the passage of time which can be seen in the portion of the lines that reveals nothing else is left. The same king who the statue represents has also been lost to time. As both the king and his statue are now nearly forgotten the reader can see that time will inevitably take all things and thus understand Shelley's feelings hopelessness and message of time undies everything.

T - Thesis

E - Evidence

A - Analysis

S - Summary

E - Edit (not shown as this is the final work)

ORQ Rationale

Sometimes we are able to use artifacts to enhance a lesson with our students - this may be something they are unfamiliar with and may not know what to look for or how to "break apart" this source. When that happens, we can use the **ORQ** sheet to help guide their research. ORQ stands for **Observe, Reflect** and **Question**. This model is based on an LOC source but breaks it down further for developing historians and helps foster more deep analytical thinking in our students.

ORQ

- Great for: Analyzing Artifacts, Asking Questions, Writing/Discussion Practice

- ORQ stands for
  - ➢ *Observe*
  - ➢ *Reflect*
  - ➢ *Question*

- Best used with:
  - ➢ *Most levels*
  - ➢ *Most readers*

ORQ

Observe: Ask yourself/write and answer these questions:

Start with three things you can see about the artifact.

What is the size of the artifact (measurements)?

What do you think the artifact is? How can you tell (Justify your answer)?

ORQ

Reflect: Think carefully about the background information.

What does the artifact tell you about its owner(s)?

What purpose does the artifact serve?

How does the artifact relate to what we are studying in class?

ORQ

Question: Connect the artifact to the present

What is one question you have about the artifact?

How can you find the answer to the question? Where might you look for answers?

Is a "version" of this artifact still in use today? How did it change or stay the same?

Questions????

For more information:

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Thank you for all that you do!