

Revealing Perspectives, Reforming through Activism

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Orlando, Florida

Overarching Teaching/Learning Goal: Develop and support students' active civic engagement

Session Objectives:

- Identify key considerations for selecting primary sources for instructional use.
- Analyze a set of related primary sources to identify multiple perspectives.
- Present a primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge.

Overarching Goal: Develop and support students' active civic engagement

1. Concept Development: Multiple Perspectives

- Primary Source Analysis
- Circle of Viewpoints Routine
- Connect-Extend-Challenge Routine

2. Application of Learning/Civic Engagement

- Explore Possible Projects
- Take Action
- Assess Impact

Six Blind Men and the Elephant

An Indian Folk Tale about Multiple Perspectives



<https://www.youtube.com/watch?v=iBqgr5xZLz0>

The moral of the story...
Each of us has a unique perspective!



"Can we swap glasses? It might help me to see your point of view!"

3 Strategies for Concept Development: Multiple Perspectives

- 1. Primary Source Analysis**
2. Circle of Viewpoints Routine
3. Connect-Extend-Challenge Routine

1. Primary Source Analysis Activity

OBSERVE

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REFLECT

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QUESTION

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FURTHER INVESTIGATION

No 429







Bohemian Cigar Makers at Work, 1889–1890.

Photographed by Jacob Riis.

Modern gelatin printing out paper.

Museum of the City of New York

Gift of Roger William Riis

(90.13.4.149) (027.00.00)

[https://www.loc.gov/exhibits/jacob-riis/
images/90_13_4_149_enlarge.jpg](https://www.loc.gov/exhibits/jacob-riis/images/90_13_4_149_enlarge.jpg)



PRIMARY SOURCE ANALYSIS TOOL

Let's Talk About It ...

OBSERVE

REFLECT

QUESTION

How do you think these people are feeling?

How do you feel about the people in the image?

FURTHER INVESTIGATION

Let's Talk About It ...

PRIMARY SOURCE ANALYSIS TOOL



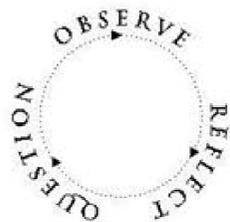
How do you think these people are feeling?

How do you feel about the people in the image?

Would you want to be one of them? Why/why not?

What more do you want to know?

FURTHER INVESTIGATION



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

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REFLECT

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QUESTION

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FURTHER INVESTIGATION

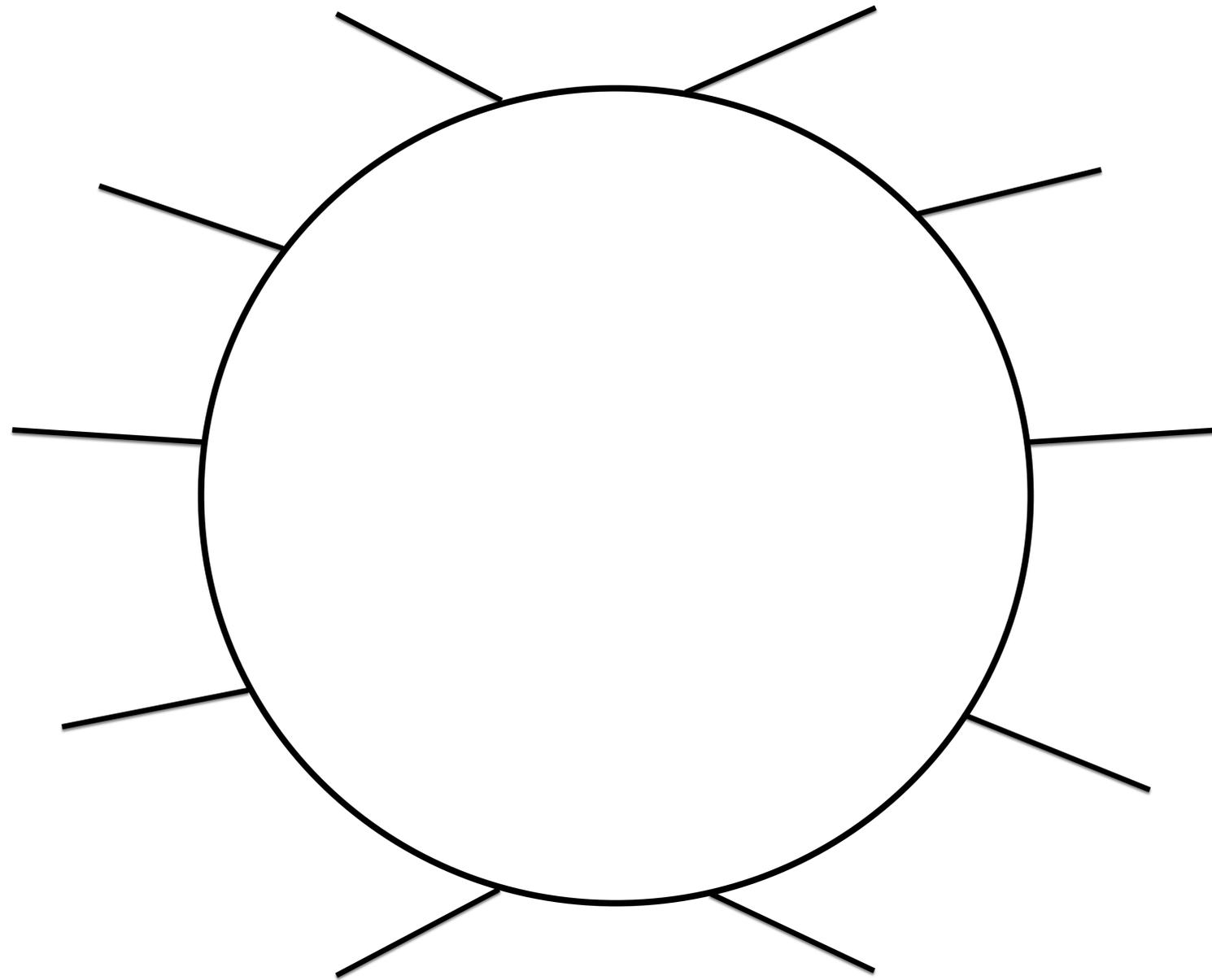
Reflect on the process:

How does PS analysis support perspective taking?

3 Strategies for Concept Development: Multiple Perspectives

1. Primary Source Analysis
- 2. Circle of Viewpoints Routine**
3. Connect-Extend-Challenge Routine

2. Circle of Viewpoints Routine



http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html

Circle of Viewpoints
Part 1

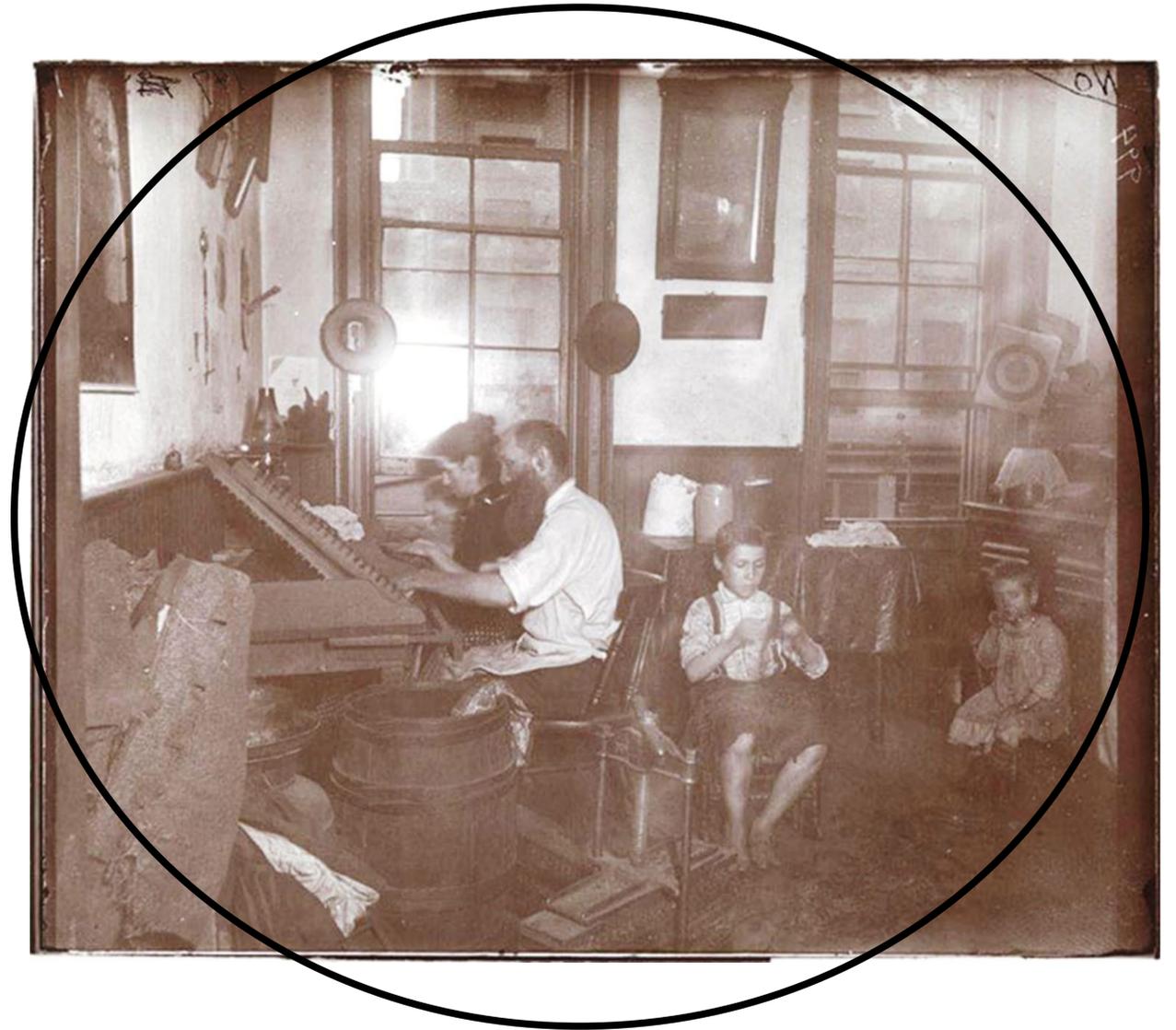


Brainstorm categories of people/
perspectives related to this image.

Circle of
Viewpoints
Part II

I'm exploring this image
from
the point of view of

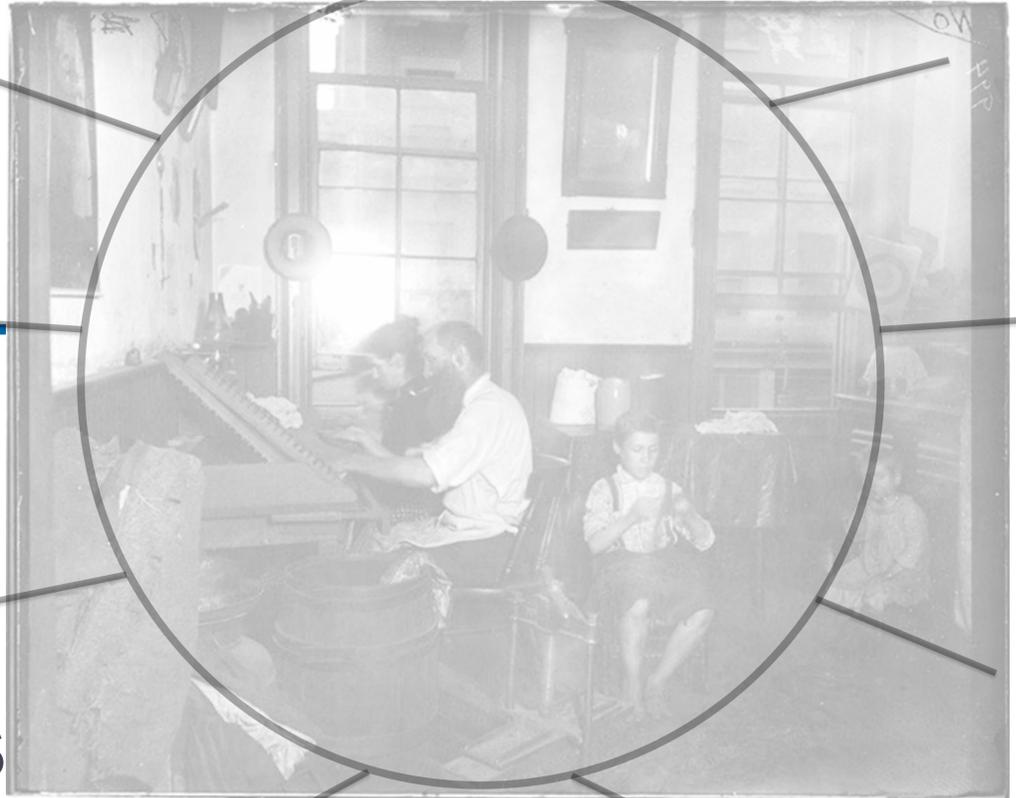
_____.



This person would think _____

This person would say.... _____

This person might ask _____



Let's Reconsider ...

After considering these various perspectives, has your own perception changed?

If so, how? Why?

How do you feel about the people in the image?
Would you want to be one of them?

Reflect on the process: **How does Circle of Viewpoints support perspective taking?**

3 Strategies for Concept Development: Multiple Perspectives

1. Primary Source Analysis
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- 3. Connect-Extend-Challenge Routine**

3. Connect-Extend-Challe



Connect:

Considering all that you have learned so far...

... **why** do you think this photo was taken?

... **who** might the photographer be?

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ConnectExtendChallenge/ConnectExtend_Routine.html

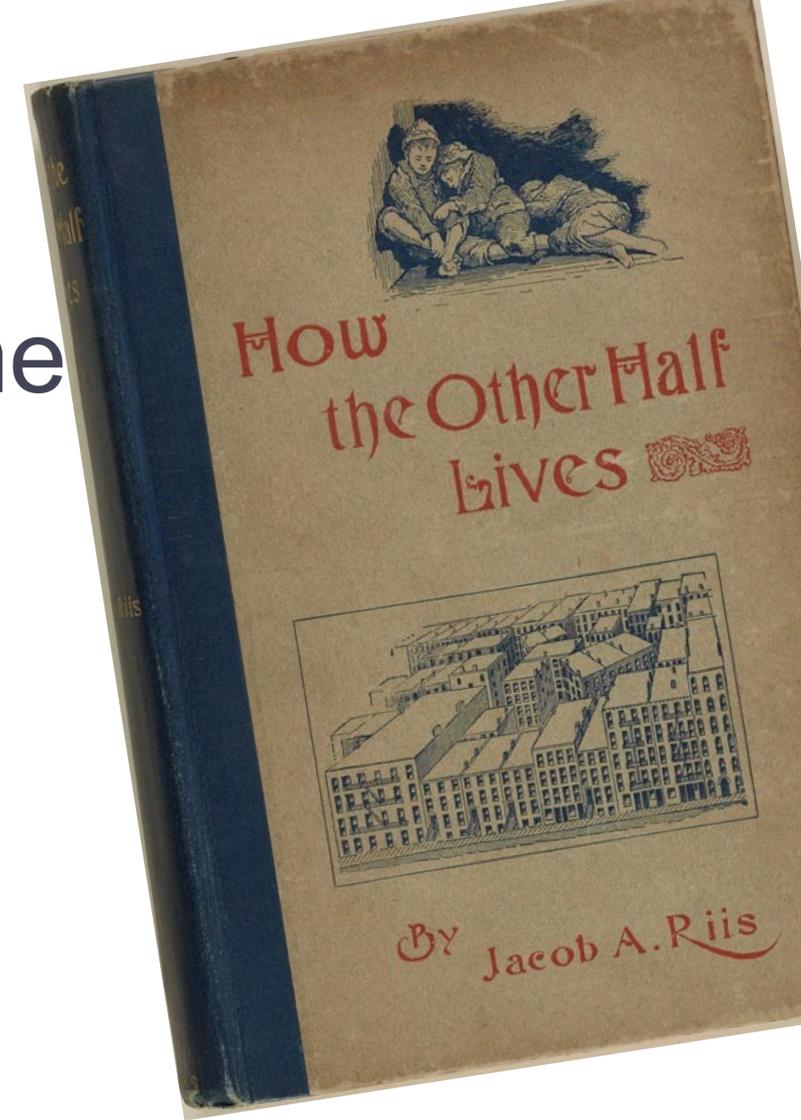
Jacob Riis journalist, social reformer



(1849-1914)

- Born in Denmark
- Immigrated to US in 1870
- Lived in poverty several years
- Newspaper police reporter
- Recognized the harsh realities faced by immigrants in NYC
- Documented the slums of Manhattan's Lower East Side

Jacob Riis journalist, social reformer



- Shocked readers
- Photography as powerful tool
- Tenement house law reform
- Programs for children

Extend:

Remembering that each of us has a unique perspective...

How Can Individuals Create Change?

How did Jacob Riis make a difference?

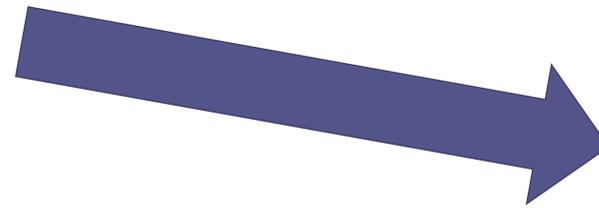
Identified a
PROBLEM

- Poverty
- Housing
- Public health
- Child labor

How did Jacob Riis make a difference?

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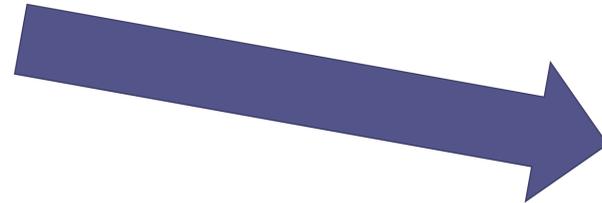
Used his
STRENGTHS

- Writing
- Photography
- Notoriety

How did Jacob Riis make a difference?

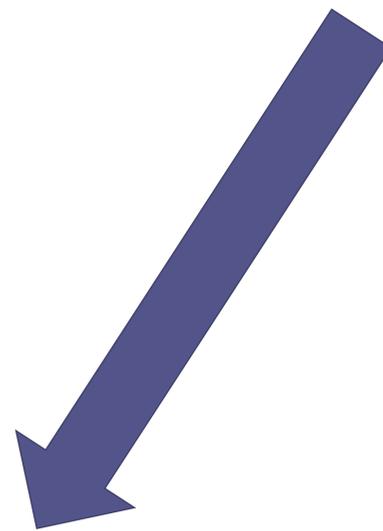
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STRENGTHS

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Jacob helped bring **CHANGE**

By educating people on the issues

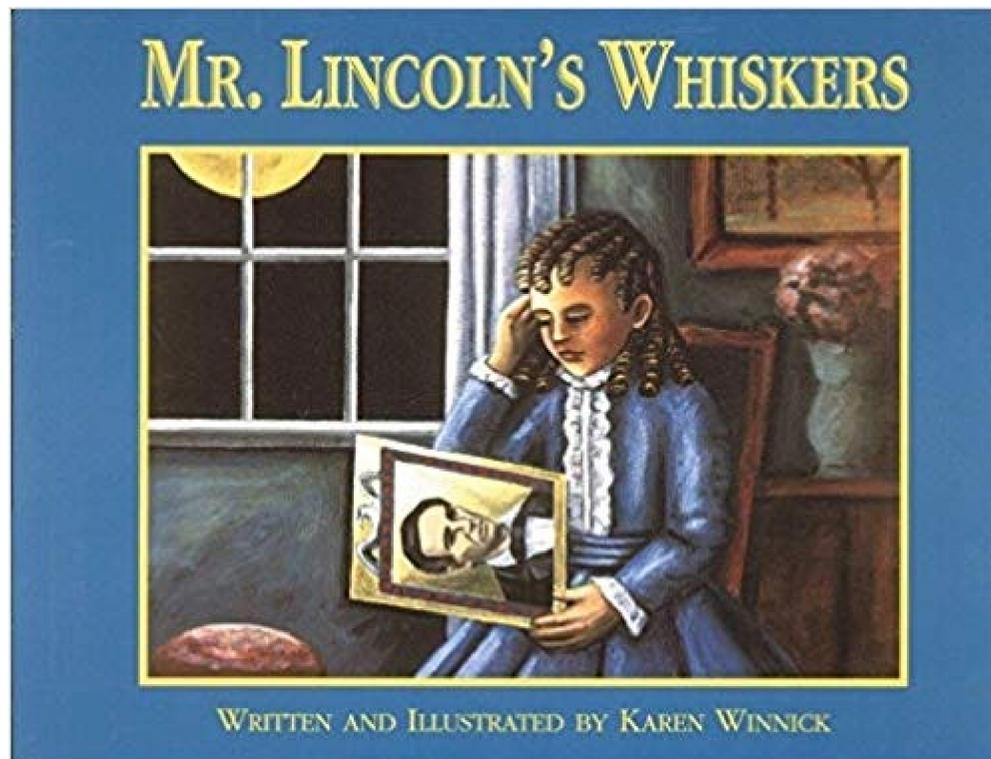
Challenge:

Can children (like you) create change?



YES! Children like you CAN create change.

- Grace Bedell, age 11, helped Abraham Lincoln win the presidency.



YES! Children like you CAN create change.

- Grace Bedell, age 11, helped Abraham Lincoln win the presidency.
- These children helped make child labor illegal.



YES! Children like you CAN create change.

- Grace Bedell, age 11, helped Abraham Lincoln win the presidency.
- These children helped make child labor illegal.
- These children created a garden and grew fresh vegetables for their school.



YES! Children like you CAN create change.

What do you want to change?



Application of Learning/Civic Engagement

Explore Possible Projects

Take Action

Assess Impact

Civic Engagement Projects

Define the Challenge—

Class brainstorms issues and possible ways to address each.
Individual students decide which issue will address.

Develop the Project Plan—

Students draft an action plan.
Work with peers, teacher, or others to finalize their plans.

Present the Plan—

Present plans to authentic audience (parents, community members, etc.)
Gather support and consider feedback

Take Action!

Examples of Civic Engagement Projects

Did we overcome racism yet?

Students conducted and recorded the experiences of a community member.

<http://www.c3teachers.org/wp-content/uploads/2016/04/TPS-Long-Civil-Rights-06-16.pdf>

Were the Whiskey Rebels champions of the common man or treasonous traitors?

Students wrote to councilmen proposing monuments to local heroes.

<http://www.c3teachers.org/wp-content/uploads/2018/06/TPS-Whiskey-Rebellion-06-18.pdf>

How Did Birds Gain Political Protection?

Students created persuasive posters and flyers to inform others of the harmful effects of buying certain consumer products.

<http://www.c3teachers.org/wp-content/uploads/2016/04/TPS-Environmental-Policy-08-16.pdf>

Develop and support students' active civic engagement

1. **Develop students' ability to see multiple perspectives**

- Primary Source Analysis – **Begin with familiar process**
- Circle of Viewpoints Routine – **Develop appreciation for others' views**
- Connect-Extend-Challenge Routine – **Empower students**

2. **Application of Learning/Civic Engagement**

- Explore Possible Projects – **Make it personal**
- Take Action – **Provide opportunities for real-world application**
- Assess Impact – **Celebrate accomplishments!**

Revealing Perspectives, Reforming through Activism

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TPS **TEACHING WITH
PRIMARY SOURCES**
LIBRARY OF CONGRESS