

## Skills for Close Reading of Primary Source Documents

Nationally known consultant Peter Pappas will model and engage participants in practicing the use of literacy, technology and historical thinking skills aimed at student understanding and close reading of primary source documents in history. This session will be integrated with GLEs in literacy, social studies and Missouri Learning Standards. You will leave with a better grasp of using literacy and technology tools to teach historical and other non-fiction sources, have strategies to teach complicated historical thinking skills and acquire new tools to engage students in monitoring their own learning.



**Peter Pappas** had 25 years teaching experience before becoming a K-12 Director and Assistant Superintendent for Instruction. He's traveled the country assisting school districts, state education departments, leading educational organizations and companies to improve teaching and learning. His popular blog, Copy/Paste, features free downloads of instructional resources, projects and publications.

**Audience:** Grades 4-8 Teachers, Administrators, and Instructional Coaches

**Date:** Wednesday, September 23, 2015

**Time:** 8:30 a.m. – 3:30 p.m.  
Lunch will be provided

**Location:** EdPlus-Woodson, 4433 Woodson Road, Suite 210, St. Louis, MO 63134

**Price:** \$125 EdPlus Member; \$160 Standard Price

For additional information regarding the content of this event contact Dennis Lubeck at [dlubeck@edplus.org](mailto:dlubeck@edplus.org)



To register go to [edplus.org](http://edplus.org) or contact Brian Lankheit at 314.692.1242 or [blankheit@edplus.org](mailto:blankheit@edplus.org)



## Teacher Evaluations

Gathered via Learning Catalytics  
Presentation by Peter Pappas  
Education Plus ~ St Louis, MO  
September 23, 2015  
[More info](#)

1. Workshop was excellent. Gave me a lot of ideas to take back to teachers. I liked that it was applicable to other content areas beyond social studies.
2. Wonderful! I'm so glad I came. In my fourth year of teaching, I sometimes feel a little bit stale. I'm not as creative as I was in my first years of survival, so I'm inspired by this session to look at why I do what I do and to take things a step further and not to sweat the small stuff-- like trying to squeeze every last drop of US history in by the end of the year. Love the peer evaluation piece, which always feels a bit intimidating. I'm trying it tomorrow. Thanks for the pointers!
3. Wonderful discussion. Lots of different ways to look at things. Great resources to pull from. Still wanting assistance in how to make this accessible to elementary students or maybe more importantly for elementary teachers who are not content specialists.
4. Very useful workshop. I learned several new techniques that I can immediately take back and implement in my classroom. I am already thinking of ways to use the four photos/images idea and have students justify which better represents the theme, concept, etc. I think I lead too much when introducing an image or painting, I like stepping back and allowing my students an opportunity to share what they observe before moving into inferences. Great ideas today, thank you!
5. Very good! Thanks so much for presenting! I really enjoyed the learning
6. This workshop was very engaging and offered a lot of information. I am leaving feeling excited and ready to put some new strategies into action. I like the way the information about DBQ was broken down by Key Ideas and Details, Craft and Structure, and Integration of Ideas. I appreciate the links and resources, as well.
7. This was an awesome workshop. I have considered myself a good teacher, but now have an idea how to take it to the next level. One of the first things that struck me was Peter's story of his friend Tom, the art teacher. When he posed the question, IF Tom taught art the way I teach SS, he would be up there painting with all the kids watching him, I nearly groaned out loud. My students have one-to-one iPads issued

by the district and there is no reason why I have to be working so hard to IMPART my wisdom and knowledge. They should be the ones creating the questions and developing their own methods of study. I mean seriously, they are able to dress themselves in the morning without someone telling them how to do it, why do I need to tell them how to learn content in my class? I have several ideas that I plan to implement TOMORROW. I can hardly wait to get back to my classroom. Loved the use of the learning catalytics. I'm trying to figure out how to access this to use in my class as well. Thank you for not making me feel like this was a waste of my time today.

8. This was a useful workshop because it caused me to reflect upon my teaching practices. It also reminded me of viewing images from a historical lens as well as reinforcing the value of pictures, photographs and illustrations for supporting student thinking and questioning. Though I have used Stanford in the past, it reminded me to take a second look. Finally, I appreciated the reminders about using technology and the value of student-generated work for an audience.
9. This was a great workshop! I am leaving with many ideas and that I can implement right away because we practiced them today. The workshop kept my interest, and I would definitely recommend you to others. Thank you for a great day!
10. This was a great day of learning! I appreciated all of the insights and information the presenter provided. I also valued that the activities mirrored what we want to encourage in our classrooms. In addition, the embedded technology pieces supported the content nicely. The opportunities for discussion and reflection were an important part of the day. Thank you for an engaging and well designed presentation.
11. Thank you! What was helpful was modeling the activities, such as the analysis of texts (photos, paintings). As a new SS teacher (but experienced ELA teacher), I find that the process of close reading very natural and easy, but what I struggle with is how to find the best relevant primary sources. I am familiar with SHG, although they only have certain topics showcased that are relevant to my curriculum. I love their stuff, though! I have also looked at the Library of Congress, but that is FULL of stuff and it can be overwhelming to read through! I'd love more direction in how to find primary sources quickly and efficiently!
12. Really liked the times where we were actually engaged in activities to experience what we should be doing with students and then reflected on the teaching moves and how to do it. Would've liked to spent a little more time on activities. Would've liked to use a bit more text beyond visual media. Wish we had done a couple more activities and NOT had plan time at the end since this is so new -- the experiential was very helpful. That or it would've been helpful to been in a directed planning situation -- such as choose a topic, develop an essential question, go to these online resources and find a source you can use for this, etc.
13. I thought the workshop was a great use of my time. It prompted our team to consider the experiences that we would like to bring back to our faculty. I am familiar with several of the techniques shared and this workshop took my thinking to a deeper level. Creating a sequences was new and something that I want to take back to our teachers.

14. I thought it was very engaging. Lots of practical items were shared. I would have liked to have touched a little on close reading text as well as pictures, although I have tons of ideas on how to engage students around social studies topics through images now. It always helps me to attend workshops like these where I can feel how students would feel and see how my thinking and level of engagement changes as the work is lifted up.
15. I think this workshop was wonderful. I have never experienced key ideas by looking at a picture then taking it into inferences. Being able to dissect graphic first and make the inferences then connect it to the text was a wonderful experience that I will take back to class. The other idea of creating the sequence was a true eye opener and will be another implementation in my classroom. Thank you
16. I really enjoyed how this workshop was relatable to teachers of all grade levels. Even though your experience is in secondary, I felt connected to your modeling and teaching ideas as a fourth grade teacher. I was engaged the entire process. I feel like I can take what I have learned about using sources in the classroom and apply it toward our units of study. I like how there was both whole group interaction but also individual response time during the workshop. It mirrors what we should be doing in the classroom which is helpful. I am really excited to get back to my classroom and look at my resources and lessons to figure out where I can incorporate things that I have learned today!
17. I loved the workshop. My biggest takeaway is that it is okay to design curriculum this way. I would have loved to discuss possible places that one can visit to get resources: other than Sheg or library of Congress because these sites can be limiting (especially in instructing in World History). That being said, I love the ways he applied things for us using real world examples. Overall, this was a valuable experience and I hope to come to more EDplus offerings if this is the type of stuff you offer.
18. I liked the workshop overall! I appreciated the discussion and examples given in relation to the multi-grade level span. I enjoyed the modeling and MANY examples....the more familiar I am with the questioning and thinking, the better off I will be to try it in my classroom. I hope to be able to take these skills and apply them to my grade levels expectations and objectives. Thank you for your time!
19. I enjoyed the workshop. It made me reflect upon and question my teaching practices, not only in social studies, but in other subjects as well. I liked that several ideas/activities were presented that would be small ways to implement more higher level thinking in my classroom and turn the learning over to the students. These give me ways to start, and then I can build from there. I appreciated the frequent breaks! You kept me engaged. Thank you!
20. I enjoyed the different activities using sources that can be replicated with students on a variety of content topics.
21. I enjoyed the activities that we completed and the strategies we learned how to use with our students. I liked the idea of student choice and the questions provided for the primary source toolkit. I wonder how to implement the flipped or blended approach with limited computer access for some of the students in our district. I also wonder how I can use primary sources specifically while teaching geographical themes and environment.

22. Great workshop - thank you! I liked the examples and opportunity to gather ideas.
23. As a follower of your blog and a believer in your philosophy, I appreciated an opportunity to learn from you directly. Today has helped to give some direction on next steps with secondary SS teachers, specifically related to scaffolds for Close Reading as it relates to the SS learner. Additionally, today helped provide more ideas to support teachers in moving from the traditional lecture format toward student centered learning and the use of embedded technology. Many thanks for today and your Copy/Paste blog.
24. I really like Peter, I think he is very knowledgeable & has a toolbox full of useful information. I think he has a fantastic approach to education and uses engaging & thought provoking questions to education students. However, I am slightly disappointed in relation to the description of the day "...integrated with GLEs in literacy, social studies and Missouri Learning Standards. You will leave with a better grasp of using literacy and technology tools to teach historical and other non-fiction sources..." I do not feel as if this day provided me with a better grasp with the S.S. + literacy connection or provided a way to help my students (4th grade/low income families) monitor their own learning. I feel that this day was much more beneficial for the upper grades. I do feel that through the activities I participated in I gained a few new ways to probe my students in terms of primary sources and document based questioning, however I am not sure exactly how these activities will transfer to elementary. I feel that Peter would be a great resource in a smaller setting, or for a district/grade level PD day to share resources geared to a specific curriculum.
25. This was a great workshop! I really liked how you embedded multiple strategies for how to use primary source documents into your session! You made it seem easy and seamless to turn the learning over to the students instead of the teacher. One thing I am still wondering is, do you have any examples of how to do this with K-2 students? More specifically, suggestions on types of documents that are better than others for K-2?