

Inquiry and Teaching with Primary Sources



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Teaching with Primary Sources to Prepare for Civic Engagement

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December 16, 2020

Judge: (Ordering the defendant to stand up) Has the prisoner anything to say why sentence shall not be given?

Defendant: Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, have all been ignored. Robbed of the basic privilege of citizenship, I am lowered from being a citizen to being a subject; and not only myself, but all women, are, by your verdict, doomed to political subjection by this, so-called, government.

Judge: The court cannot listen to you repeat your lawyer's arguments which already took three hours.

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Judge: The court cannot allow the prisoner to keep talking.

Defendant: But your honor should not deny me this one and only small chance to protest against this outrageous violation of my rights. May it please the Court to remember that since the day I was arrested last November, this is the first time that either myself or any other oppressed woman has been allowed to say anything in their defense before a judge or jury.

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Using your background knowledge, cell phone, and any other resources, tell me what is happening in this document [modified for use with young readers].

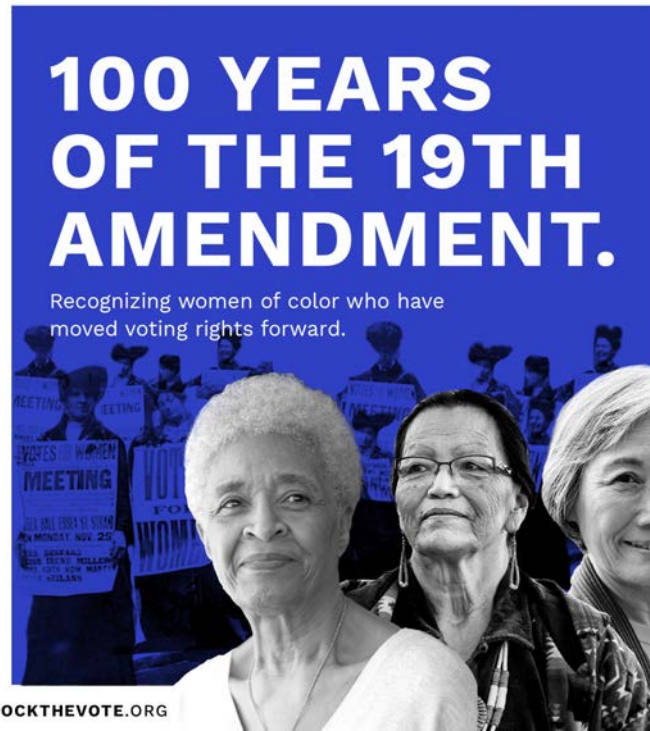
Pay attention to the words that were especially useful in helping you figure out what was happening.

Found at <https://www.loc.gov/resource/rbnawsa.n2152/?sp=87>

Happy Anniversary!!!



Artwork by Hayley Kirkman





Objectives

- By the end of this webinar you should be able to
 - present an evidence-based argument for teaching with primary sources rather than more traditional history instruction
 - make an explicit connection between the knowledge, skills, and dispositions taught with primary sources and civic engagement
 - explain how working with evidence on Susan B. Anthony's act of civil disobedience can nurture knowledge, skills, and dispositions for civic engagement



Presentation Agenda



Reimagining history teaching



Teaching with primary sources



Transfer of historical knowledge, skills,
dispositions to civic engagement



Model lesson: Susan B. Anthony's civil
disobedience

I have to give the test on Friday because they will have forgotten everything by the time they get back from Spring Break.

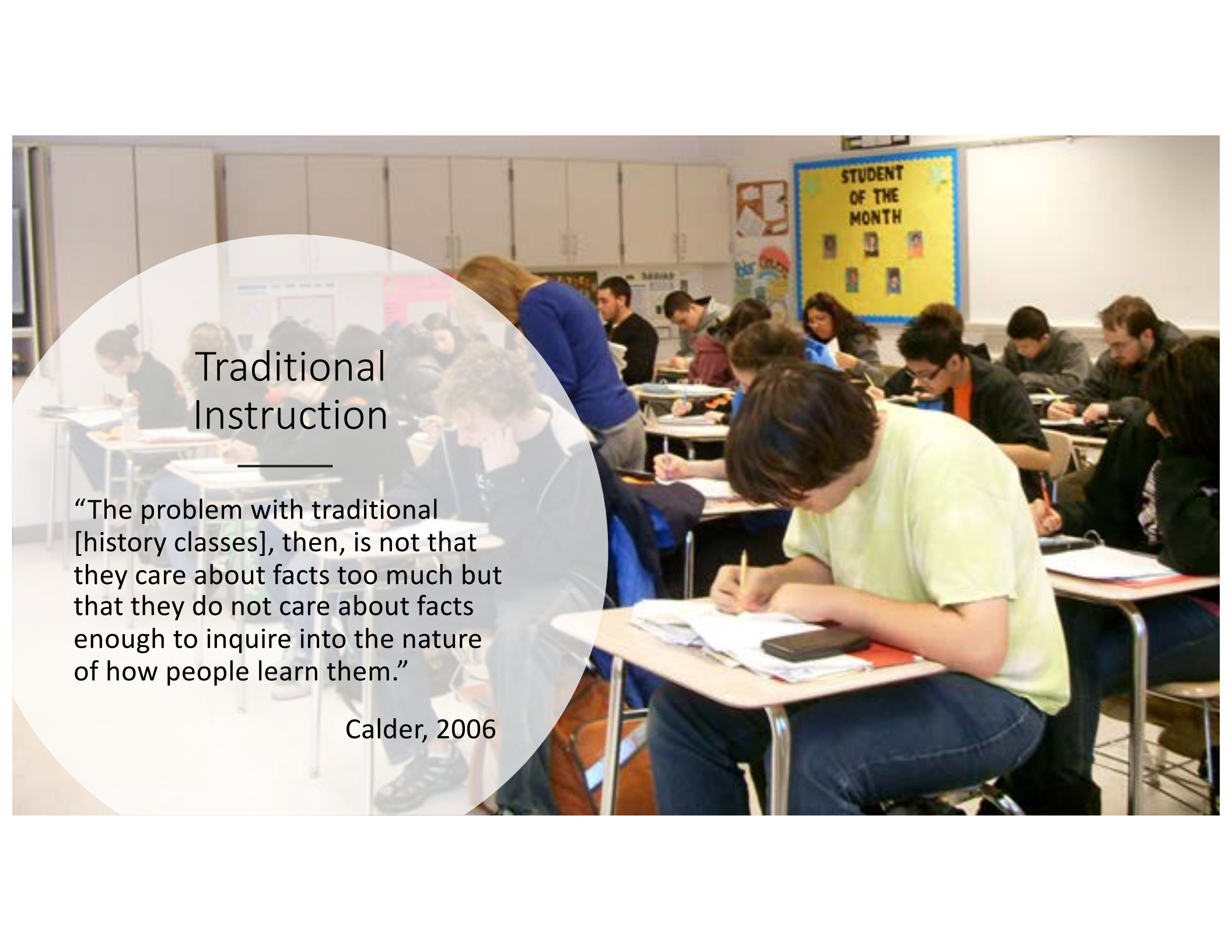


- Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA)

consultation

- Develops appropriate student-teacher relationships as defined by university and the local education agency (LEA)
- Maintains professional demeanor and appearance as defined by university and the local education agency (LEA)

[REDACTED] is going to be a fabulous teacher!
My students and I have loved having her in class. They especially loved her Jamestown game; even several days later students can still remember what happened in Jamestown colony. They had a visceral reaction because the game tried to put them in the place of the colonists. They are still talking about it!



Traditional Instruction

“The problem with traditional [history classes], then, is not that they care about facts too much but that they do not care about facts enough to inquire into the nature of how people learn them.”

Calder, 2006

What do you typically do during a history lesson?

- Heather: I typically listen and figure out how stuff worked back then... [The teacher] wants us to listen to help us figure out the past and so she can fully have us understand too.
- Jordan: I listen and I try to understand what they're talking about.
- Andrea: usually sit and listen and participate in the things that they ask us to
- 61% of students said "listen."

Enslaved individuals had many ways to resist abuse. Some attempted to escape from enslavement by running away.

Which enslaved individuals were more likely to run away? What does this tell us about their lives?

RUNAWAY NEGROËS.



RUNAWAY from the plantation of the undersigned, near Barré's Landing, in this Parish, on the 20th July last, two Negro-men of a redish color ; one by the name of *Samford*, aged 23 years, 6 feet high ; and the other one by the name of *Gerry*, 5 feet 10 inches high, both speaking English only.

Ten dollars reward will be given for each of these slaves to whoever will bring them back to the undersigned, or lodge them in the Parish Jail.

J. C. LEBLANC.

Barré's Landing, 12th August, 1854.—tf

Through the last half of 1864
General Sherman marched Union
troops from Atlanta to Charleston
destroying and consuming
everything in their path.

Did Sherman use excessive force or
were his actions necessary to win
the Civil War? Do moral outcomes
ever justify immoral actions?





Paintings as Accounts

What does 19th century artwork suggest about Americans' changing attitudes about the West and its earlier inhabitants?

What do you typically do during a history lesson?

- Heather: I typically would be ... just trying to figure out ... how does one piece of the puzzle fit with the next piece of the puzzle. Trying to figure out how they go together so you can figure out the next piece of the puzzle after that.
- Jordan: Analyze what's happening with the history that we're talking about
- Andrea: Analyze. Definitely analyzing your sources to try and figure out your opinion of what happened.... So, like detective work. Taking your clues and figuring out the answer to your question
- 38% of students said "listen."

What do you typically do during a history lesson?

PRETEST

Jordan: I listen, and I try to understand what they're talking about.

POSTTEST

Jordan: Analyze what's happening with the history that we're talking about.

Presentation Agenda



Reimagining history teaching



Teaching with primary sources



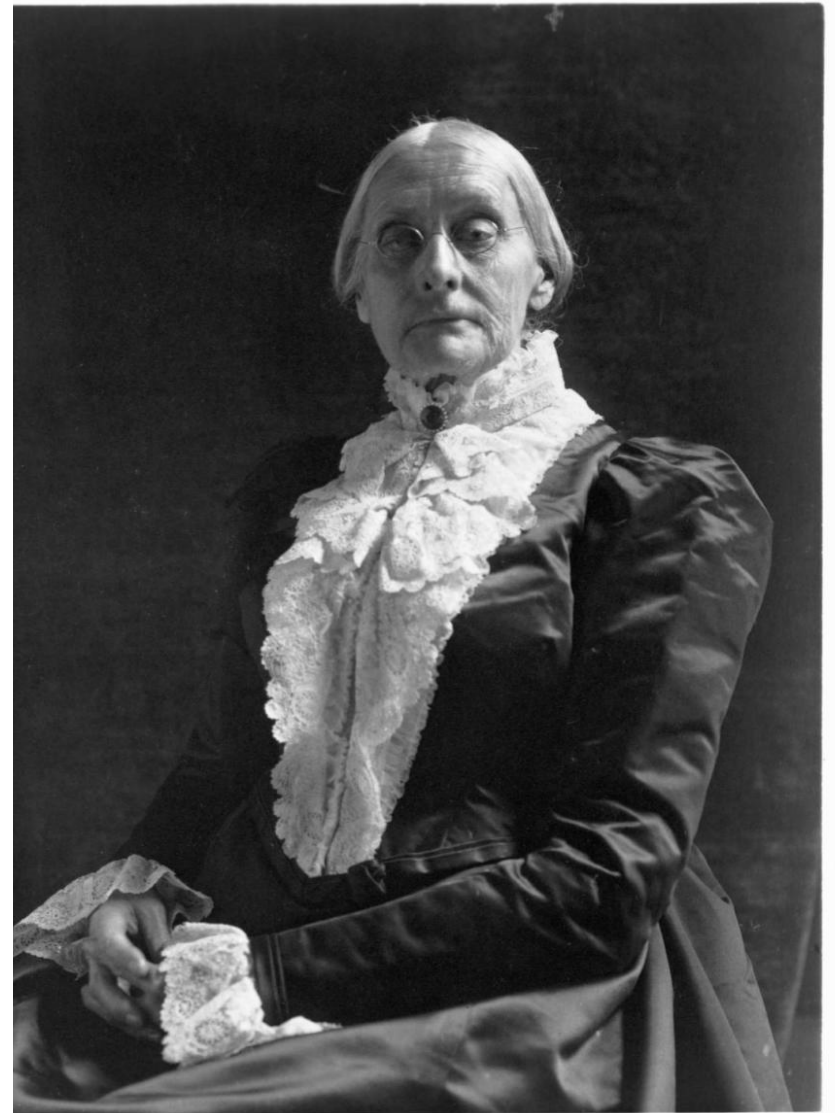
Transfer of historical knowledge, skills,
dispositions to civic engagement



Model lesson: Susan B. Anthony's civil
disobedience

Susan B. Anthony

- Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?
- To what degree was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?
- How can we apply lessons learned from her experience to promote needed reform today?



Document 3 [Modified]

Sourcing
Sequence

The question of the right of women to vote, under the fourteenth amendment to the Constitution, has finally been decided by judges. The United States Court in New York has found Susan B. Anthony and her “fellows” guilty of breaking the election laws. Whatever opinion people have about women suffrage [voting], the result of this trial should be celebrated as a triumph of law over popular opinion. Miss Anthony and her supporters’ actions, were unlike any that have been seen before in trials, and we hope, for the honor of the country, never will be again. She and they knew that the fourteenth amendment did not give women the right to vote. ... Could she have done anything more shameful or bolder to corrupt the courts and jurors [than attempting to bias them through her speeches]?... Before the trial she spoke to the citizens of every town, city, and school district, about her trial, and had pled for their sympathy so much that the district attorney thought it would be best to ask for the trial to be delayed and moved to a new place... The verdict of the jury, and the judgment of the court has shown that she is a trouble-maker.

Generally, has strong opinion

Soon after trial

Source: *Editorial letter that was in the Rutland [Vermont] Herald, June 26, 1873. Found at <http://chroniclingamerica.loc.gov>*

Someone from outside NY: publicity

Reliable online source

Document 3 [Modified]

Collecting evidence: To what degree was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?

His opinion—GUILTY!

Popular opinion? Is he a minority in 1873?

OK, this answers my question. Her shameful act was making speeches

“Well behaved women...”

Generally, has strong opinion

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“Finally” a word that hints at frustration and the idea that this is the end of the issue

“Fellows” meant as an insult

What did she/they do?

I think he is wrong. She thought it did give her the right (being a person who had been born)

Was there a change of venue?

Someone from outside NY: publicity

Reliable online source

Corroboration

Judge: (Ordering the defendant to stand up) Has the prisoner anything to say why sentence shall not be given?

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Presentation Agenda



Reimagining history teaching



Teaching with primary sources



Transfer of historical knowledge, skills,
dispositions to civic engagement



Model lesson: Susan B. Anthony's civil
disobedience

Civic Engagement

- Identifying a need or problem in our school, community, state, nation, or the world, and taking corrective action.
 - Observation
 - Disposition to act
 - Empowerment
- **INFORMED** Civic Engagement
 - Possessing the knowledge and skills needed to take **WISE** action in a manner that **GETS POSITIVE RESULTS**



Civil Disobedience

- Knowledge
 - Definition
 - Examples and non-examples
 - Results (good and bad)
- Skills
 - Identify a venue
 - Know how to sway opinion
- Dispositions
 - Courage
 - Resilience



OUR NEW INITIATIVE: TOGETHER, WE'RE COMMITTED TO GETTING *EVERY BOTTLE BACK*

Our plastic bottles are made to be remade. We are carefully designing them to be 100% recyclable – even the caps. Our goal is for every bottle to become a new bottle, and not end up in oceans, rivers, beaches and landfills. And that means we are using less new plastic.

That's why America's beverage companies have launched a **new initiative to get *Every Bottle Back***. This unprecedented commitment includes:

- Working with World Wildlife Fund through their *ReSource: Plastic* to reduce our plastic footprint.
- Partnering with The Recycling Partnership and Closed Loop Partners to modernize the recycling infrastructure in communities across the

We are making

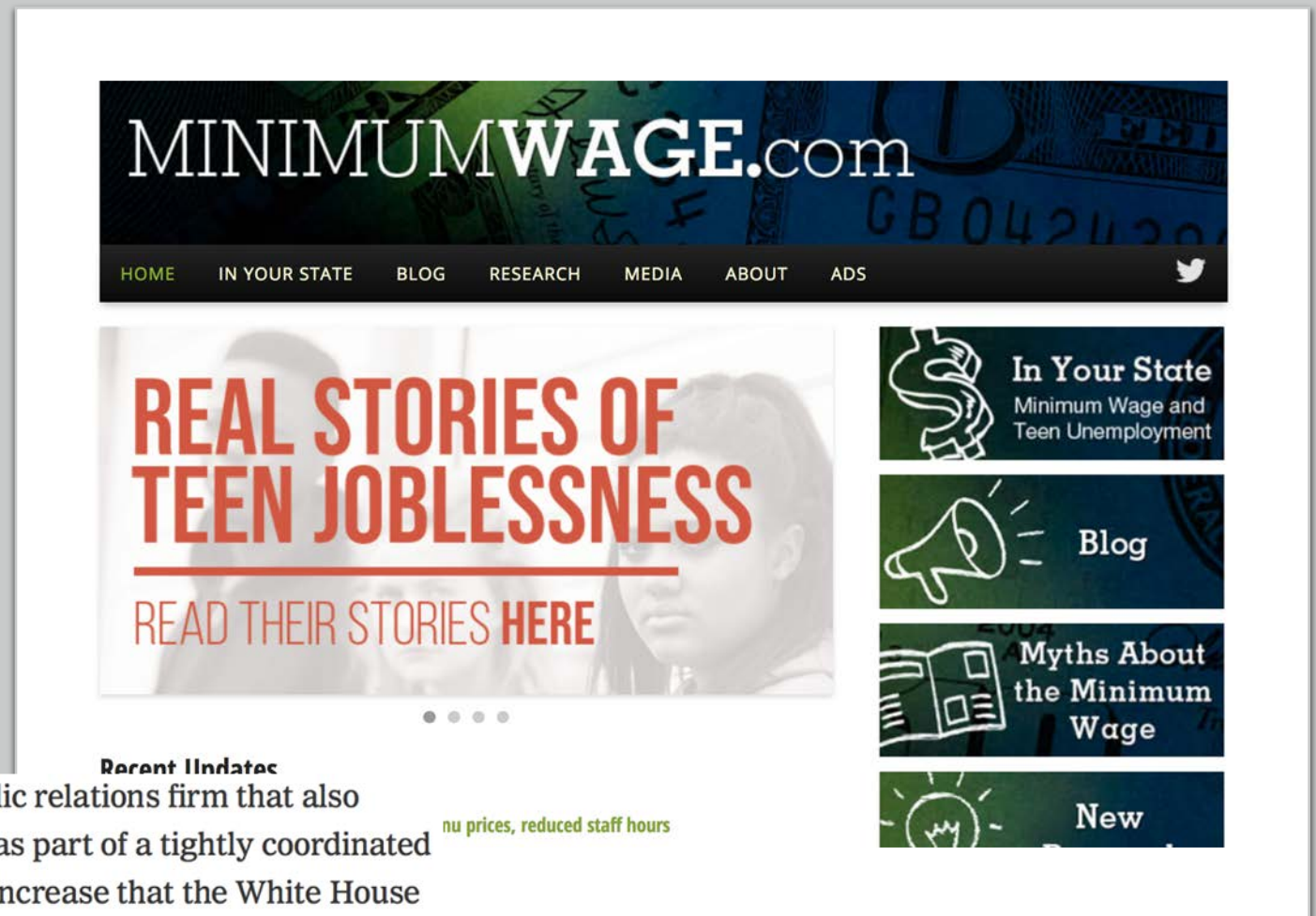
100%

recyclable plastic bottles.
And we want them back.



“Are plastic water bottles bad for the environment?”

“Is raising the minimum wage a good thing?”



The nonprofit group is run by a public relations firm that also represents the restaurant industry, as part of a tightly coordinated effort to defeat the minimum wage increase that the White House and Democrats in Congress have pushed for.

Sugar After Exercise

In terms of immediate recovery after exercise (within 0-4 hours), the Sports Dietitian Australia Position Statement, recommends that athletes consume between 1 and 1.2 grams of carbohydrate per kilogram of bodyweight, then resume daily fuel needs.

Research shows that consuming simple sugars immediately following a workout is shown to be the fastest way to refuel depleted glycogen stores.

This is confirmed by a 2018 study, showing that the best way to restore depleted muscle glycogen stores post workout is to consume high-glycemic carbohydrates (simple sugars) to speed up muscle recovery.⁵



“Is it OK for an athlete to eat sugar?”




Nutrition

Performance Sports Fuel



CIVIC ONLINE REASONING

When you come across information online, ask yourself:

- 1 WHO'S BEHIND THIS INFORMATION?
 - 2 WHAT'S THE EVIDENCE?
 - 3 WHAT DO OTHER SOURCES SAY?
- 

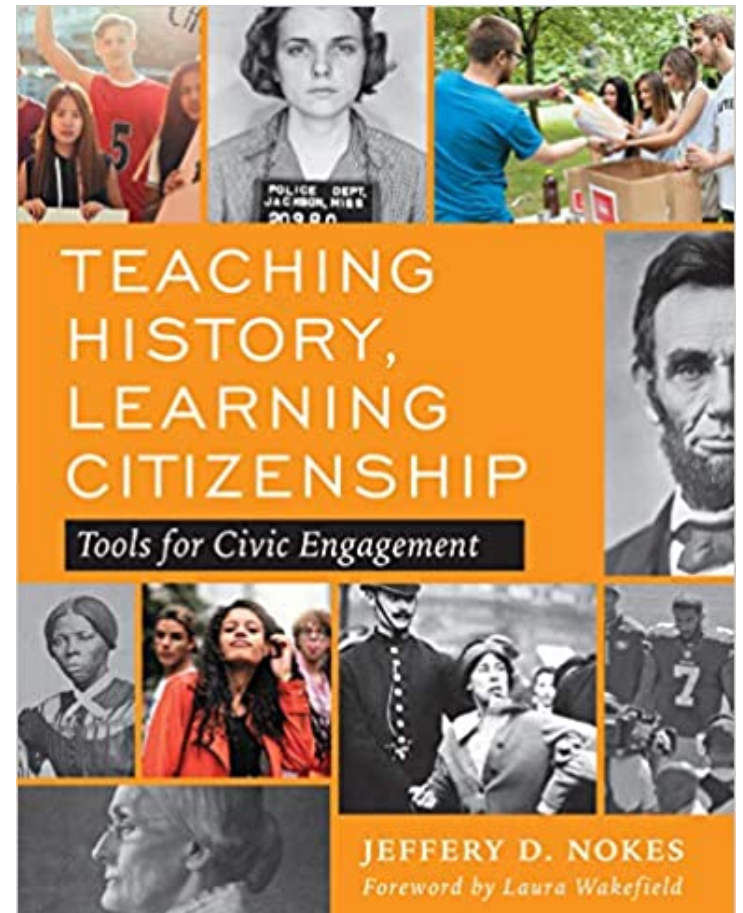


Stanford History
Education Group



Dispositions

- Defending Civil Rights: Looking Out for One Another
- Collaborative Problem Solving: Making a Difference by Coming Together
- Compromise: Sacrificing for the Common Good
- Getting Along with Adversaries
- Demonstrating Disapproval: Courageously Taking a Stand
- Civil Disobedience: When All Else Fails



Presentation Agenda



Reimagining history teaching



The trinity of objectives: knowledge, skills, and dispositions



The transfer of historical content and skills to civic engagement



Model lesson: Susan B. Anthony's civil disobedience



Civil Disobedience

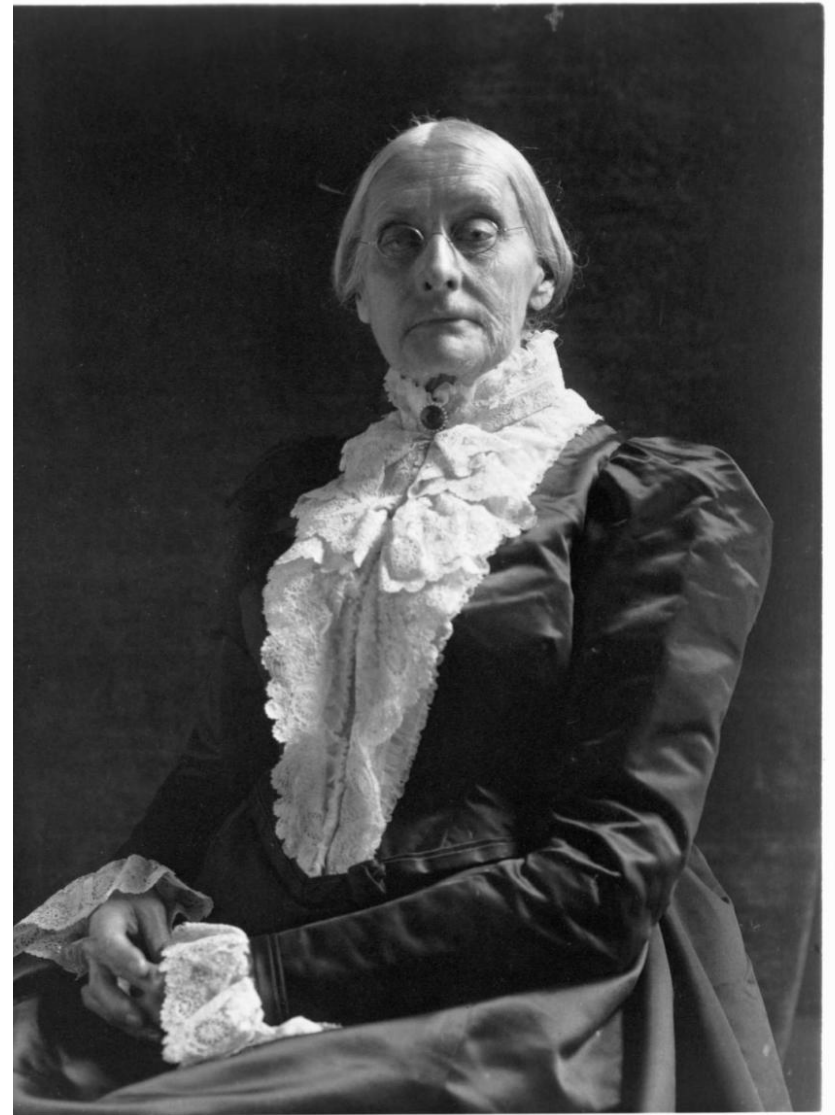


Susan B. Anthony in 2020

[I voted](#)

Susan B. Anthony

- Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?
- To what degree was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?
- How can we apply lessons learned from her experience to promote needed reform today?





Susan B. Anthony in 1872

- Born in 1820
- Quaker family
- Reformers: abolitionists, temperance
- Women's suffrage
- 1872 Rochester, convinced election officials to allow her to vote
- Arrested 2 weeks later

AN
ACCOUNT OF THE PROCEEDINGS
OF THE
TRIAL OF
SUSAN B. ANTHONY,
OF THE
Charge of Illegal Voting,
AT THE
PRESIDENTIAL ELECTION IN NOV., 1872
AND OF THE
TRIAL OF
BEVERLY W. JONES, EDWIN T. MARSH
AND WILLIAM B. HALL,
The Defendants of Election by whom her Vote was Received.

ROCHESTER, N. Y. :

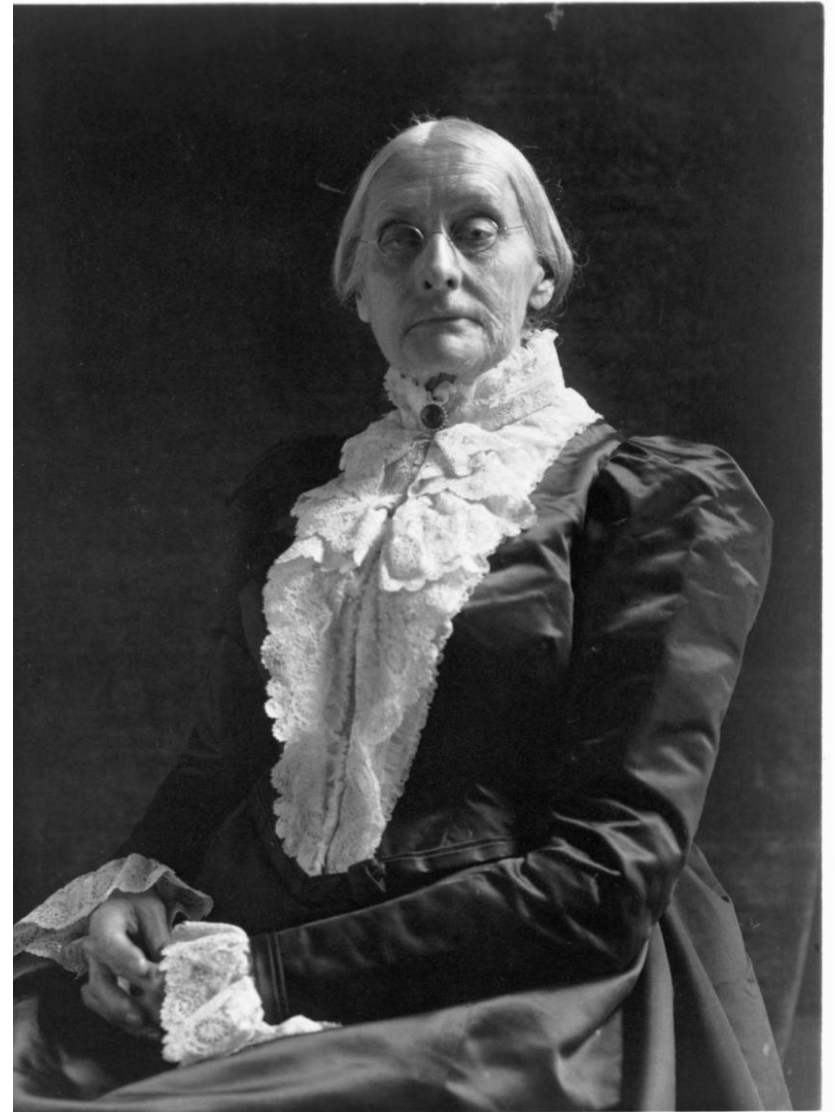
PUBLISHED BY W. B. ELDREDGE AND COMPANY, 21 N. W. CORNER OF
1874.

Susan B. Anthony in 1872

- 7 months awaiting trial
- Speeches and published articles
- Change of venue
- Trial publicity
- Jurors instructed to return a guilty verdict
- Anthony only spoke at sentencing
- Fined \$100
- Refused to pay

Susan B. Anthony

- Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?
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Name _____

Period _____

Susan B. Anthony

Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?

Was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?



Doc	Source information (source, audience, occasion, purpose, etc.)	"They Say"—what information does he/she give that helps, complicates things, or is interesting?	"I Say"—what do I think of this source. Why do I trust or distrust it? How does it help me reach an interpretation?
1			
2			
3			
4			
5			

Document 1 [Modified]

May it please the Court and Gentlemen of the Jury:
On the 5th of November, 1872, there was held an election for different officers, and among those, for Congress of the United States. The defendant, Miss Susan B. Anthony, lived in the city of Rochester and on November 5, 1872, she voted for a representative in the Congress of the United States. At that time, she was a woman. I suppose there will be no question about that. We think that there is no question about either the facts or the law, and that whatever Miss Anthony's intentions may have been—whether they were good or otherwise—she did not have a right to vote, and if she did vote without having a lawful right to vote, then there is no question but what she is guilty of violating a law of the United States.

Source: Excerpt from the opening statement of the prosecution at the trial of Susan B. Anthony, given on June 17, 1873 by Richard Crowley, an attorney for the United States. Found at http://score.rims.k12.ca.us/score_lessons/womens_suffrage/pdf/susan_b_anthony_trial.pdf

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1	<i>Prosecuting attorney , speaking to court, opening statement, laying out case.</i>	<i>She voted. She was a woman. The law did not allow women to vote.</i>	<i>Sounds like an attorney, matter of fact, no emotion, admits that her intentions may have good. But not moved personally. Good evidence of the way many thought.</i>
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Source: Editorial letter that was in the Rutland [Vermont] Herald, June 26, 1873. Found at <http://chroniclingamerica.loc.gov>

Document 5 [Modified]

Susan B. Anthony was truly a reformer, who was not stopped in her service by the restrictions and negative destructiveness which often, so sadly, slows the work of true reform. ...

In our last conversation, when her prophetic soul knew that she was going to die, she said: "I leave my work to you and to the others who have been so faithful—promise that you will never let it go down or lessen our demands. There is so much to be done. Think of it! I have struggled for sixty years for a little bit of justice and die without getting it."

Oh, the terrible cruelty of it! The time will come when at these words every American heart will feel the awful shame and wrong of such a martyrdom.

She did not gain the little bit of freedom for herself, but there is scarcely a civilized land, not even our own, where she has not helped women gain rights that she did not gain for herself. She did not reach the goal, but all along the weary years what marvelous accomplishments, what countless victories! The whole progress has been a triumphal march, marked by sorrow and hardship, but never by despair. The heart sometimes longed for sympathy and the way was long, and oh! so lonely; but every step was marked by little signs of progress, some wrong righted, some right established.

Source: Eulogy delivered by Reverend Anna Howard Shaw at Susan B. Anthony's Funeral, Rochester, NY, March 15, 1906. Found at <http://ecssba.rutgers.edu/docs/shaw.html>

Document 4 [Modified]

Rochester November 5, 1872

Dear Mrs. Stanton,

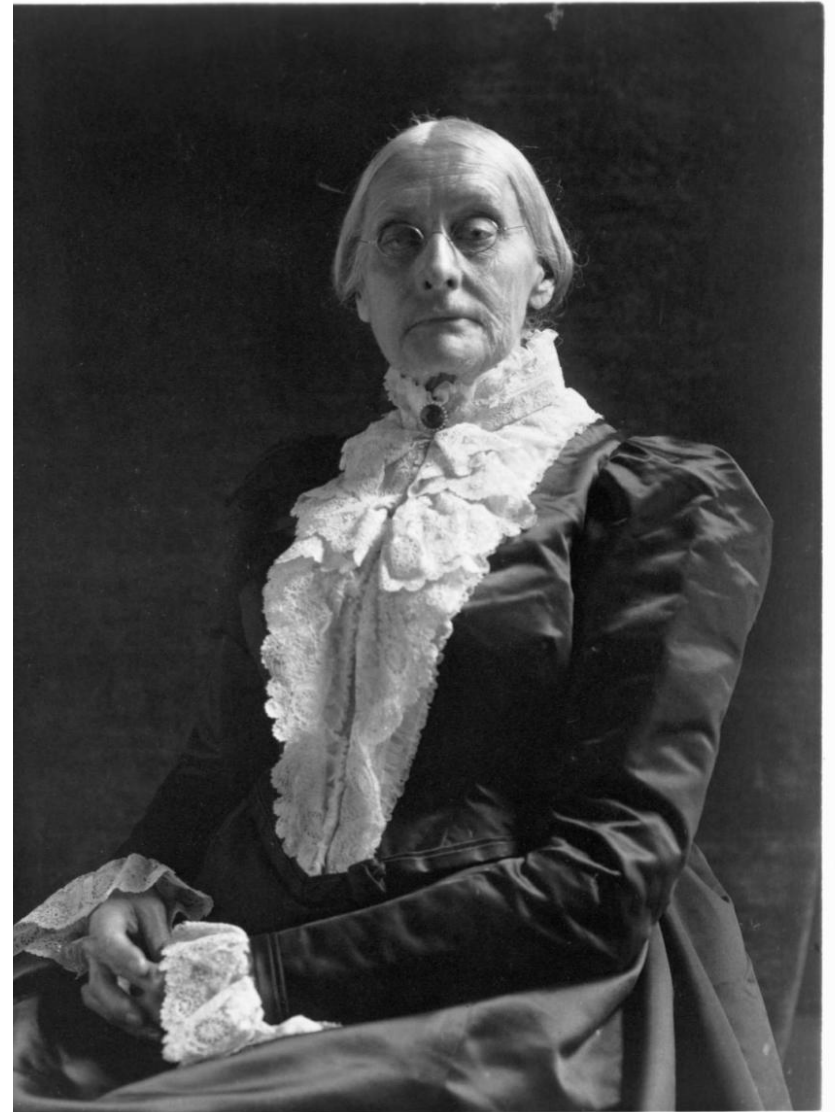
Well I have been and gone and done it!! I voted for the Republicans this morning at 7:00... I registered to vote on Friday and 15 other women followed me—then on Sunday about 20 or 30 other women tried to register, but all of them except for two were refused—all my three sisters voted—Roda De Garmo too—Amy Post was rejected and she will immediately file a law suit like that done at Washington—and Honorable Henry R. Selden will be our lawyer. He has studied the law and all of our arguments and thinks that we are right. So does the Old Judge Selden, his older brother. So we are going to have excitement in Rochester on the question [of women voting]—I hope the morning's telegrams will talk about many women all over the country trying to vote. It is splendid that without any organized planning so many women have done this spontaneously.... Haven't we forced ourselves into this cause pretty fairly & fully? And now that the Republicans have taken our votes—for it is the Republican members of the election board [who accepted our ballots]. The Democratic newspaper speaks out against us with strong words and that scared the Democrats on the registry board—How I wish you were here to write about the funny things said and done... When the Democrat said my vote should not go into the ballot box, one Republican said to the other, “What do you say Marshall? I say put it in!” “So do I,” said Jones, “and we'll fight this out if it takes all winter”.... If only now all the women suffrage women would work with the goal of enforcing the Constitution and national law over state law—what progress we might make this winter. But I'm awful tired. For five days I have been on the constant run, but for a splendid cause. So all right. I hope you voted too.

Affectionately,
Susan B. Anthony

Source: Letter from Susan B. Anthony to Elizabeth Caddy Stanton, November 5, 1872 after Anthony voted illegally in a New York election. Found at <http://law2.umkc.edu/faculty/projects/ftrials/anthony/voteletters.html>

Susan B. Anthony

- Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?
- Was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?
- How can we apply lesson learned from her experience to promote needed reform today?



Debriefing

Question

Susan B. Anthony

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Background Information

Evidence

Document 1 [Modified]

May it please the Court and Gentlemen of the Jury: On the 5th of November, 1872, there was held an election for different officers, and among those, for Congress of the United States. The defendant, Miss Susan B. Anthony, lived in the city of Rochester and on November 5, 1872, she voted for a representative in the Congress of the United States. At that time, she was a woman. I suppose there will be no question about that. We think that there is no question about either the facts or the law, and that whatever Miss Anthony's intentions may have been—whether they were good or otherwise—she did not have a right to vote, and if she did vote without having a lawful right to vote, then there is no question but what she is guilty of violating a law of the United States.

Source: Excerpt from the opening statement of the prosecution at the trial of Susan B. Anthony, given on June 17, 1873 by Richard Crowley, an attorney for the United States. Found at http://score.rims.k12.ca.us/score_lessons/womens_suffrage/pdf/susan_b_anthony_trial.pdf

Graphic Organizer

Susan B. Anthony		
Today Susan B. Anthony is nearly universally beloved, but how was she viewed in her time?		
Was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?		
Doc	Source information (source, audience, occasion, purpose, etc.)	"They say"—what information does he/she give that helps, complicates things, or is interesting?
1		
2		
3		

Modeling

Document 3 [Modified]

Collecting evidence: To what degree was her act of civil disobedience, voting illegally in 1872, an effective means of promoting change?

His opinion—GUILTY!

Popularity opinion? Is he a minority in 1873?

OK, this answers my question. Her shameful act was making speeches

The question of the right of women to vote, under the fourteenth amendment to the Constitution, has finally been decided by judges. The United States Court in New York has found Susan B. Anthony and her "fellows" guilty of breaking the election laws. Whatever opinion people have about women suffrage [voting], the result of this trial should be celebrated as a triumph of law over popular opinion. Miss Anthony and her supporters' actions, were unlike any that have been seen before in trials, and we hope, for the honor of the country, never will be again. She and they knew that the fourteenth amendment did not give women the right to vote. ... Could she have done anything more shameful or bolder to corrupt the courts and jurors [than attempting to bias them through her speeches]?... Before the trial she spoke to the citizens of every town, city, and school district, about her trial, and had pled for their sympathy so much that the district attorney thought it would be best to ask for the trial to be delayed and moved to a new place... The verdict of the jury, and the judgment of the court has shown that she is a trouble-maker.

Generally, has strong opinion

Soon after trial 26, 1873. Found at <http://chroniclingamerica.loc.gov>

Someone from outside NY: publicity

Reliable online source

"Finally" a word that hints at frustration and the idea that this is the end of the issue

"Fellows" meant as an insult

What did she/they do? I think he is wrong. She thought it did give her the right (being a person who had been born)

Was there a change of venue?

Taking Informed Action





Objectives

- Can you
 - present an evidence-based argument for teaching with primary sources rather than more traditional history instruction
 - make an explicit connection between the knowledge, skills, and dispositions taught with primary sources and civic engagement
 - explain how working with evidence on Susan B. Anthony's act of civil disobedience can nurture knowledge, skills, and dispositions for civic engagement



Inquiry and Teaching with Primary Sources



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Teaching with Primary Sources to Prepare for Civic Engagement

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