

Close Reading in the Social Studies: Round by Round, Step by Step

Before you begin: Identify the standards you are going to teach – Create a *content experience* consisting of multiple *short* texts and perspectives that will engage students in the **thinking, reading, writing, and speaking** that is SPECIFIC to your DISCIPLINE.

- a. Round One: Setting the stage (5-7 minutes)
1. Read the anchor text (primary or secondary source) as a whole group.
 2. Students will source the anchor document, using the Sourcing questions.*

Sourcing questions:

- Who is the author?
- Who is the audience?
- When was this written?
- Why was it written?
- What is the author's POV?
- Is it reliable? Why or Why not?

- b. Round Two: Sourcing Texts (4-6 minutes)
1. Students will source their individual text to the same Sourcing questions.

- c. Round Three: Close Reading (5 minutes)
1. Student groups will dive deeper into the same text, completing the Close Reading questions.*

Close Reading questions:

- What claims does the author make?
- What evidence does the author use?
- What language (words, images, phrases, symbols) does the author use to persuade the document's audience?
- How does the document's language indicate the author's perspective?

- d. Round Four: Contextualization (4-5 minutes)
1. Student groups will develop context around the document before going into the corroboration groups, answering the Contextualization questions.*

Contextualization questions:

- When and where was the document created?
- What was different then? What is the same?

How might the circumstances in which the document was created affect its content?

- e. Round Five: Bringing the texts together (5-7 minutes)
1. Students will now go into Corroboration groups, jigsawed so that every document is represented in the groups.
 2. Each student will present their document briefly to the whole group.
 3. Students will then answer the Corroboration questions* together.
 4. Give students time – and an organizer? – that will give them the opportunity to group documents according to multiple perspectives n- *Which documents are in opposition? Which documents support each other?, etc.*

Corroboration questions:

What do the other documents say?

Do the documents agree?

If they do not agree, why?

What documents are most reliable? Why?

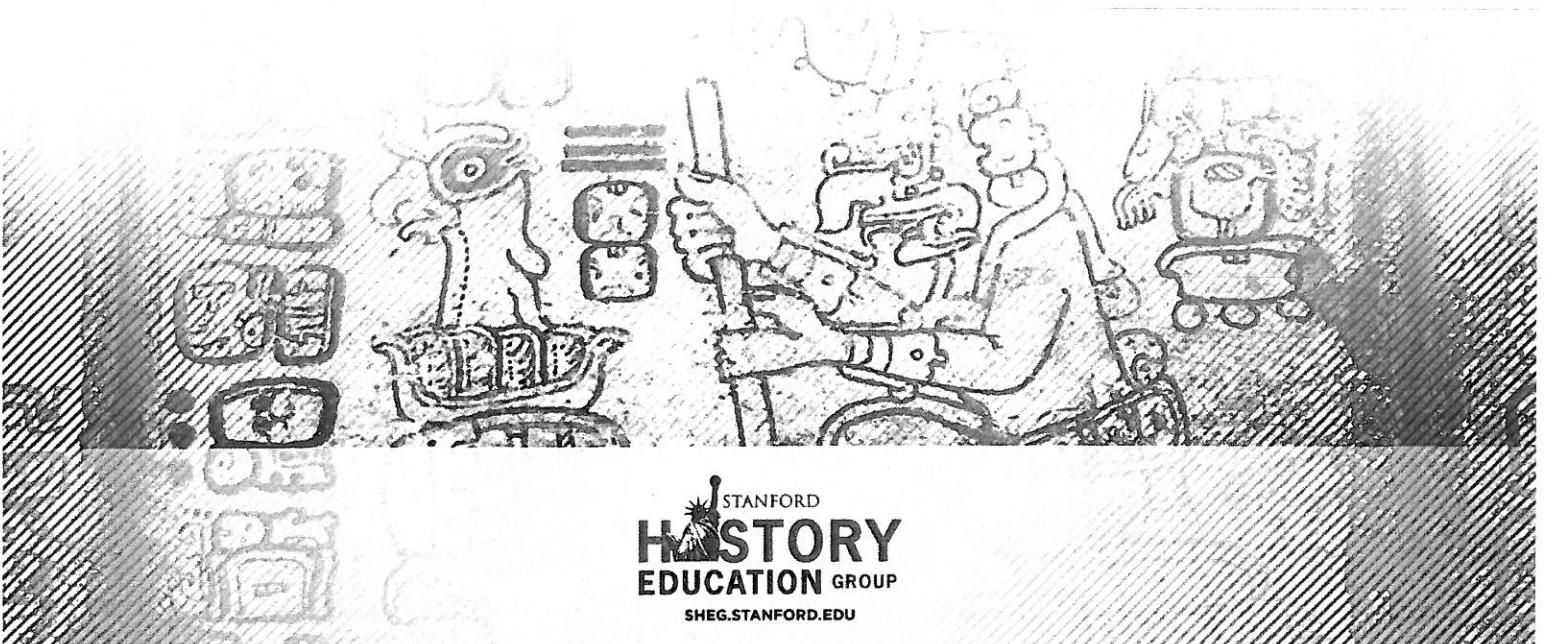
After the Reading: Bring the learning together, discussing the documents, reviewing/connecting the documents, allowing the students to make those bigger connections and addressing the complexities and intricacies of this historic event, movement, or person.

*Questions are taken from the Stanford History Education Group curriculum, *Reading like a Historian*. Posters/handouts of these questions can be assessed (along with this extensive curriculum) at sheg.stanford.edu.

SOURCING

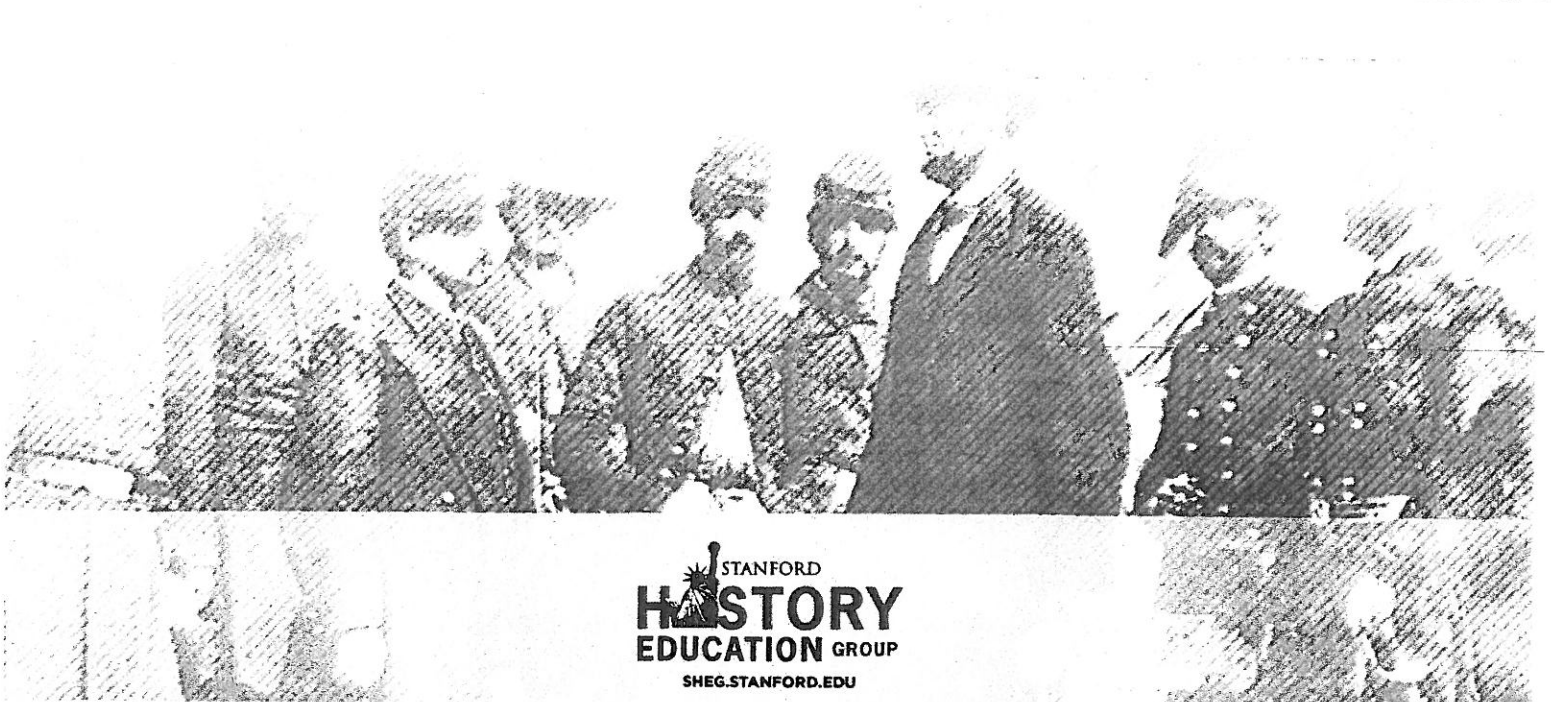
**Before reading the document
ask yourself:**

- **Who wrote this?**
- **What is the author's perspective?**
- **Why was it written?**
- **When was it written?**
- **Where was it written?**
- **Is it reliable? Why? Why not?**



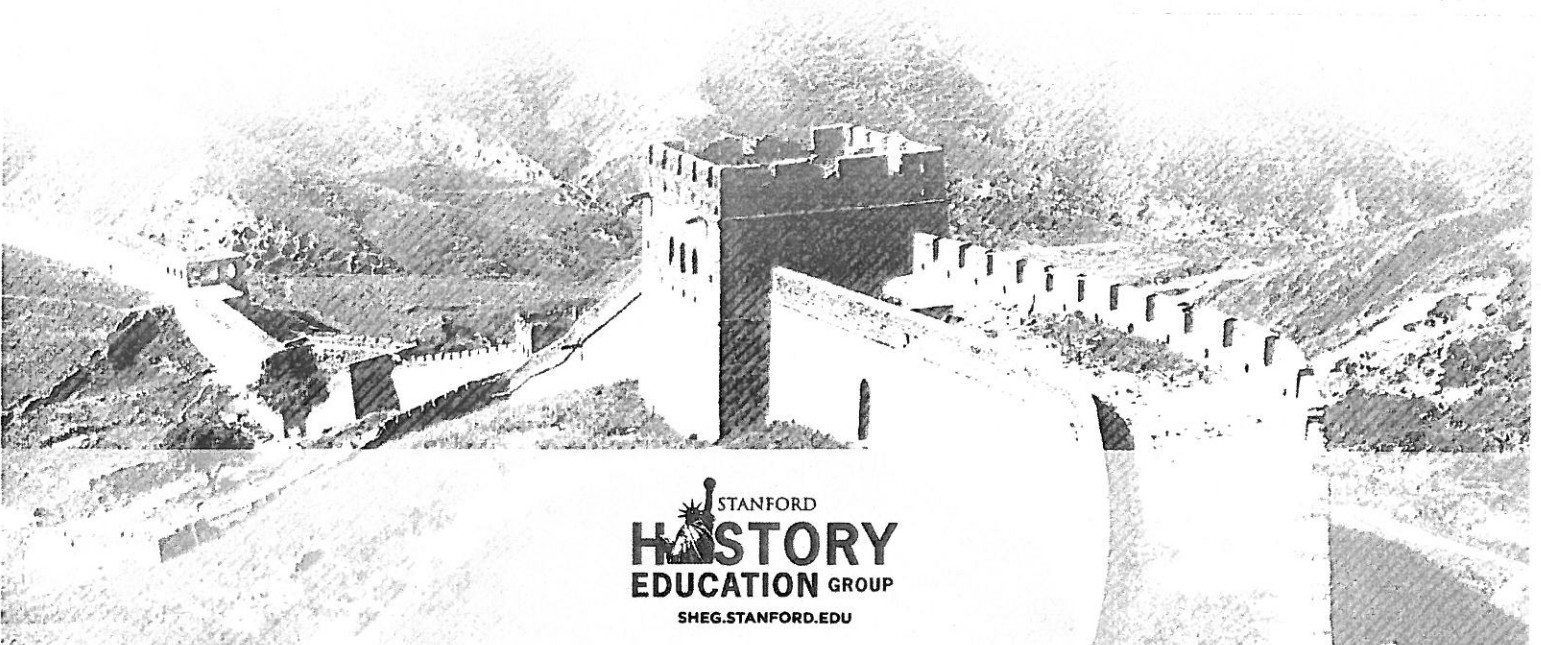
CLOSE READING

- **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?**



CONTEXTUALIZATION

- **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?**



CORROBORATION

- **What do other documents say?**
- **Do the documents agree?
If not, why?**
- **What are other possible documents?**
- **What documents are most reliable?**

