BRINGING HISTORY ALIVE

A Project of the School
District of Osceola County

Online Professional Development Seminars for History Teachers

NATIONAL
HUMANITIES
CENTER

Primary Document Classroom Application Guide

Text:

1. Standard

Which state or national curricular standard or competency will this document assist me in teaching? Will this document help me cover an entire standard or just a portion of one? What benchmarks or objectives will it cover under this standard?

2. Essential Understanding

In what lesson or unit might you use this text? What concept or learning goal would this text help you teach?

3.   Essential Text/Concept Understanding

What, specifically, do I hope students will understand after studying this text? What do I want them to know or be able to do? What concept(s) do I want them to remember from the study of this text? How does this understanding address the relevant standard?

4. Key Passage (If you do not plan to assign the entire text, excerpt direct quotes.)

5. Questions
What questions would you ask students to lead them to understand the text? Sample question prompts:

a. Knowledge/Comprehension
    What is . . .
    How would you define . . .
    What is the main idea of . . .

b. Application
    How would you use . . .
    What other way could you . . .
    What would happen if . . .

c. Analysis
    Compare and contrast . . .
    How does this text relate to (title) . . .
    How would you classify . . .
    What inferences or conclusions can you draw . . .
    What is the audience for this text . . .
    What is the author's purpose in writing . . .
    Why do you think the author said . . .
    What is the effect of the author's language . . .
    What is the tone of the text . . .
    How have the circumstances of its creation (time, place, etc.) shaped this text . . .

d. Synthesis
   Create or design . . .
   Compiling what you know, how would . . .
   What alternatives can you propose for . . .
   How would you make this argument today . . .

e. Evaluation
   What is the importance of . . .
   Judge which is better . . .
   Justify the reasons for . . .
   How effective is the argument . . .
   Does the author achieve his/her purpose . . .

6. Evidence of Understanding

What assessment — e.g. an essay, a debate, a role-play, a student project, the analysis of a related text — would be appropriate for this text? How does it require students to apply the text understanding?