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MEASURING ELEMENTARY STUDENTS' LEVEL OF ACQUISITION OF HISTORICAL
HABITS OF MIND

By

NATALIA E. CRUZ

A thesis submitted in partial fulfillment of the requirements for the Honors Undergraduate Thesis
program in Social Science Education
in the College of Community Innovation and Education
and in the Burnett Honors College
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Thesis Chair: Dr. Scott Waring

ABSTRACT

Providing elementary-aged students with opportunities to engage in authentic historical analysis is crucial to building their historical thinking skills. Teaching with primary and secondary sources allows students the opportunity to engage in authentic inquiry-based learning experiences where the acquisition of a historical concept is in their hands. This differs from the traditional social studies learning experience, as these inquiry-based learning experiences are student-centered, and the teacher is present as a guide. Developing social studies instruction utilizing the SOURCES Framework for Teaching with Primary and Secondary Sources is an effective way to scaffold authentic historical inquiry at the upper elementary level. In this study, the researcher sought to explore student levels of acquisition of four Habits of Mind (NCHE, 2024) when taught using student-centered inquiry-based approaches to instruction. The researcher utilized the qualitative research methods outlined by Erickson (1986) to analyze data samples collected from eight student participants to determine their acquisition and growth of the Habits of Mind (NCHE, 2024). The researcher concluded that each student exhibited the use of History's Habits of Mind (NCHE, 2024) when taught using a student-centered approach to historical inquiry. However, the levels at which the students acquired the Habits were different.

Keywords: social studies; historical thinking; habits of mind; elementary; qualitative research; fifth-grade

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CHAPTER ONE: INTRODUCTION

Introduction

Many in education argue that it is vital that teachers provide their students with multiple and sustained opportunities to conduct authentic historical inquiry in the elementary classroom (Morgan & Rasinski, 2012; Tally & Goldenberg, 2005; Waring, 2021; Wilke et al., 2023).

Integrating primary sources into instruction allows students to understand historical topics in an authentic way that mirrors the process conducted by historians in the field (Waring, 2021; Wilke et al., 2023). In their *History's Habits of Mind*, the National Council for History Education (NCHE, 2024) outlines ways of thinking that allow learners to be more thoughtful, responsive, and innovative. Through these *Habits*, the NCHE (2024) articulates a distinctly authentic and critical approach to historical thinking and teaching that leads one “towards engaging with and understanding the contemporary world and serves as a foundation for life-long, productive learning and active citizenship” (NCHE, 2024). Through this current study, the researcher will measure students’ level of acquisition of historical Habits of Mind (NCHE, 2024) using the SOURCES Framework for Teaching with Primary and Secondary Sources (Waring, 2021) to determine if teaching with primary sources helps develop these Habits of Mind (NCHE, 2024).

Overview of the Study

With this study, the researcher aims to measure students’ level of acquisition of History’s Habits of Mind (NCHE, 2024) by teaching a social studies unit centered around primary sources and authentic historical inquiry. Specifically, the researcher will be focusing on the acquisition and growth of the following Habits (NCHE, 2024) within elementary students:

- Historical Empathy

- Interrogating Sources
- Evolving Narrative
- Decisions and choices.

Research Questions

The research questions the researcher of this study aims to answer are:

1. Do elementary students exhibit historical empathy while learning through inquiry-based methods?
2. Do elementary students interrogate sources while learning through inquiry-based methods?
3. Do elementary students recognize an evolving narrative while learning through inquiry-based methods?
4. Do elementary students recognize the decisions and choices made by immigrants while learning through inquiry-based methods?

CHAPTER 2: LITERATURE REVIEW

In order to best address the research questions of this thesis, this chapter includes research related to historical thinking and the Habits of Mind (NCHE, 2024).

Historical Thinking

Numerous frameworks and models are used worldwide to develop students' historical thinking skills, and a standard aspect amongst all of them is that they involve students participating in authentic historical inquiry.

To truly understand history, students must engage in historical thinking (PHI, n.d.) and utilize historical Habits of Mind (NCHE, 2024). When historical inquiry and primary sources are incorporated into history education, history becomes personal and relevant to students (Library of Congress, 2010) as they take an approach where they actively participate in the learning process (Fernando & Marikar, 2017). The purpose of historical inquiry, derived from the constructivist learning theory, is for students to learn to ask authentic questions, select and examine historical evidence, encounter different perspectives, appreciate historical context, and reach logical solutions (Foster & Padgett, 1999). When students are exposed to historical inquiry, it provides them with the tools needed to examine different human experiences, evaluate multiple conflicting perspectives, evaluate arguments and reach conclusions based on the evidence they encountered, and make informed decisions (Barton & Levstik, 2004; Foster & Padgett, 1999), which are all things needed to be involved citizens (NCSS, 2013). Through this inquiry process, students develop questions and examine history by analyzing documents, artifacts, journals, diaries, and other historical evidence (PHI, n.d.).

In history education, teachers widely focus on students' knowledge of what happened in the past and are less focused on introducing students to the practice of historians (Wilke et al.,

2023). In fact, students are more likely to be told to study and memorize history content than participate in investigations, analyze primary sources, research, and determine their own conclusions (VanSledright, 2002).

Teachers and students have difficulty practicing historical inquiry (Barton & Levstik, 2004). Participating in historical inquiry engages students by deepening their understanding of a topic through student-led investigations (Voet & Wever, 2017). Educators are to guide the inquiry process and facilitate learning as students analyze sources and conduct investigations (Clabough et al., 2016). Scaffolding, modeling, coaching, group work, whole class discussion, and explicit instruction are all practices that teachers can use to help foster historical thinking (Wilke, 2023) and demonstrate what it looks like to do history. Teachers have to work with their students as they participate in the inquiry process by asking probing questions (Levstik & Barton, 2005) to ensure students are looking past the surface of the source. When teachers have students approach history in an inquiry-based manner, it is not through memorizing facts and restating textbook knowledge but through having students authentically engage with history, critically think about the past, and construct their unique meaning about the past (Litvin, 2022; Waring, 2021). In order for students to think historically, they need to be involved in analyzing and interpreting historical artifacts and primary sources while also building and examining past narratives (Waring & Robinson, 2010).

Primary sources are an integral part of the inquiry process, and when incorporated into instruction, a student-centered classroom dynamic is created (Clabough et al., 2016); yet, they are often overlooked in elementary school grades (Morgan & Rasinski, 2012). Using primary sources helps students develop a sense of the complexity of the past (Tally & Goldenberg, 2005), and it is argued that they better allow students to imagine life for people at any moment in time

(Morgan & Rasinski, 2012). Allowing students to experience the naturally contradictory nature of these sources will help them understand the nature of historical evidence and the importance of using critical thinking skills to comprehend the past (Tally & Goldenberg, 2005). These critical thinking skills develop as students learn to ask questions and seek answers about the source presented to them. As students are exposed to multiple sources, they are given the opportunity to assess different historical perspectives and analyze sources for bias while forming their understanding of a topic and learning the importance of analyzing multiple sources (Morgan & Rasinski, 2012).

Primary sources develop students' world knowledge by expanding their understanding of historical periods instead of learning and memorizing facts about a topic (Morgan & Rasinski, 2012)). Students must analyze firsthand accounts of events in order for them to deepen their understanding of a topic authentically and connect to sources emotionally (Morgan & Rasinski, 2012). Having students get accustomed to investigating history rather than "telling" history gives students the idea that history is a mystery that can continue to be interpreted (Morgan & Rasinski, 2012).

A common way that educators access primary sources is through digital archives. Digital archives are a beneficial resource for teachers to incorporate primary sources into their instruction, as they are easily accessible and can increase the quality of instruction provided (Clabough et al., 2016). The textual, audio, and visual formats available through digital archives allow students with unique learning styles multiple pathways to thinking about history (Tally & Goldenberg, 2005). However, when exposing students to visual sources, it is essential to ensure they have visual literacy. Visual literacy is the ability to interpret visual images in depth (Haas, 2017). Educators believe in using visuals to support and promote learning but often fail to help

students develop visual literacy (Haas, 2017), which can defeat the purpose of using visuals in the first place. Both teachers and students struggle to use visual historical sources because of how they are regularly used. For teachers, historical images are commonly used to illustrate facts and further substantive knowledge, similar to how most history textbooks use visual sources (Tally & Goldenberg, 2005; Wilke et al., 2023). Students often come across primary sources in their textbooks, where the sources are used as 'page fillers,' and they are not required to interact with or analyze the sources (Garcia, 2017). This exposure to primary sources does not promote historical inquiry. When visual sources are used this way, finding contradictory information within the images and thinking about the purpose the sources served for the creators is overlooked (Tally & Goldenberg, 2005). Utilizing visual sources in this way also lets students perceive historical knowledge as straightforward or fixed when it is interpretive and constructed (Wilke et al., 2023).

Historical Thinking Skills and History's Habits of Mind

Using primary sources in the classroom allows students to replicate the methods that social scientists and historians use (Clabough et al., 2016). Like social scientists, when students work with primary sources, they must utilize different analysis skills to put together full narratives of the sources they have encountered (Clabough et al., 2016).

Some skills used during historical inquiry include sourcing, contextualization, corroboration, and close reading. Wineburg (1991) defined sourcing as looking at the document's source before reading the text. Voet and Wever (2017) later added that it is determining the nature of a source by looking at the appearance and origin of the source. Contextualization is placing the source in the context of when and where it happened. This can look like placing events in chronological order (Wineburg, 1991). Corroboration is comparing and cross-

examining sources. When a historian corroborates, they compare details across documents before accepting them (Wineburg, 1991). Close reading is the practice of reading texts attentively (Ohrvik, 2024). Ohrvik (2024) states that there are three steps to close reading: establishing the readability of the text and the purpose for reading it, exploring the text, and interpreting the text. For students, close reading can involve rereading texts to look for essential details by chunking text, underlining and circling with purpose, summarizing in the margins, and writing down notes (FLDOE, n.d.). When students combine these skills, they can authentically engage with history and acquire the Habits of Mind (NCHE, 2024) to develop a true understanding of what happened in a given time period, as interacting with primary sources requires the use of historical thinking skills.

History's Habits of Mind are a unique approach to interacting with history that introduces students to authentic historical thinking. When students utilize these Habits of Mind while interacting with history, they are encouraged to become curious about the past and begin their role as active citizens (NCHE, 2024). Four of the eleven Habits of Mind (NCHE, 2024) are highlighted by the researcher in this study. Historical Empathy is perceiving past events as they might have been experienced by the people of the time (NCHE, 2024). Students might easily confuse historical empathy with regular empathy. However, the critical difference is that historical empathy only focuses on how one perceives the events an individual lived through in a given time period. These experiences should not be perceived with present-mindedness (NCHE, 2024). Interrogating Sources is interrogating texts and artifacts and posing questions about the past that foster discussion, reasoned debate, and evidence-based interpretation (NCHE, 2024). For students, this can look like analyzing primary and secondary sources, filling out analysis sheets, participating in discussions, and developing questions about the sources. Evolving

Narrative is recognizing that history is constructed from available sources and changing interpretation (NCHE, 2024). For students, this looks like using various sources to construct their understanding of history. Decisions and choices is realizing that all individuals are decision-makers but that choices are often restricted by time, place, and circumstance. For students, this can look like recognizing that individuals in history did things for a reason.

SOURCES Framework for Teaching with Primary and Secondary Sources

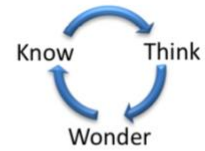
The SOURCES Framework for Teaching with Primary and Secondary Sources (Waring, 2021) is a structured pedagogical framework that facilitates students actively engaging in inquiry and supports teachers in utilizing primary and secondary sources to construct authentic learning opportunities (Waring, 2021). Through this framework, students are provided with the proper structure and scaffolding needed to complete their investigations while also being allowed to have personal ownership by developing their own questions (Foster & Padgett, 1999). The framework is divided into seven stages.

Scrutinize the Fundamental Source

In this first stage, students analyze a source deemed fundamental to the topic of study. To help scaffold the analysis, the teacher should supply an essential question to guide the entire inquiry process. This question should encourage critical thinking and the examination of all of the sources provided throughout the process. Along with the essential question, students should be provided with analysis sheets such as the SOURCES Framework Analysis Sheet (Figure 1.1) and the SOURCES Analysis Sheet (Figure 1.2) to scaffold their examinations further.




SOURCES Framework Analysis Sheet




Essential Question:		
Directions: While working to answer the fundamental question, answer the questions at each stage of the framework.		
S	Scrutinize the Fundamental Sources(s)	What is the origination of the source? Who wrote it? When was it written? What events could have influenced this source? What are your impressions of this source? Is it reliable?
O	Organize Thoughts	What do you need to know to better understand the source? What other sources do you wish you had? What else do you need to know?
U	Understand the Context	What is happening at the time when the source was constructed? Where is the location for the origin of the source? Place the source in its proper geographic and historical context.
R	Read Between the Lines	What inferences about the source can you make that are not evident? Was there a reason for why the source was created that was not stated?
C	Corroborate and Refute	Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the fundamental source ?
E	Establish a Plausible Narrative	Using all the evidence from the sources you examined, what are your thoughts about the essential question ? What have you learned?
S	Summarize Final Thoughts	What questions do you still have? What else do you want to know? Do you still need sources to more fully answer the essential question ?

Figure 1.1. SOURCES Framework Analysis Sheet (Waring, 2021)



TeachingwithSOURCES.com

SOURCES Analysis Sheet



Name _____

What do you know?	What do you think you know?	What do you wonder?

Thoughts, questions, and notes:

Figure 1.2. SOURCES Analysis Sheet (Waring, 2021).

Organize Thoughts

In the second stage of the framework, students organize their thoughts associated with the fundamental source and essential question. Students should think about what they know about the topic, what more they need to know to properly examine and build an understanding of the fundamental source, and how they might answer the essential question.

Understand the Context

In the third stage of the framework, students are invited to think about what they know about the context related to the essential question presented at the beginning of the investigation to close gaps in their understanding related to the topic. This can be done by reading children's

literature, viewing videos, analyzing primary and secondary sources, or having students find primary and secondary sources to supplement their understanding.

Read Between the Lines

In the fourth stage, students revisit the fundamental source to interpret the purpose of the creation of the source. Students must think critically about what they know about the source and what they have learned since first encountering it. This stage can be scaffolded using specific prompts and questions.

Corroborate and Refute

In the fifth stage, students develop a more complex understanding of the topic of study. Students can independently find sources that will corroborate or refute their understanding of the essential question, or the teacher can provide a set of primary and secondary sources to help students develop a more complex understanding of the topic.

Establish a Plausible Narrative

In the sixth stage, students are assessed on their acquisition of the content. This can be done through various forms, such as traditional papers, documentaries, plays, skits, diary entries, or other artifacts.

Summarize Final Thoughts

In the last stage, students revisit and reflect on the completed inquiry process and are asked to think about the process they participated in and how it mimics that of historians. Students are also asked to think about what they have learned about the topic, how they know it, and what questions they still have.

CHAPTER 3: METHODOLOGY

The purpose of this study is to put historical thinking and inquiry into practice and then measure students' acquisition of the Habits of Mind (NCHE, 2024) when taught a unit centered around inquiry-based learning. The researcher will focus on fifth-grade students' Habits of Mind (NCHE, 2024) through in-person instruction during the students' standard social studies block. This unit is centered around student inquiry and the use of the SOURCES Framework for Teaching with Primary and Secondary Sources (Waring, 2021). This framework gives students the necessary structure and scaffolds to complete their history investigations (Waring, 2021). The framework was used to help students investigate and construct an understanding of two essential questions:

1. What did immigrants experience on their journey to Ellis Island?
2. What was it like for immigrants as they arrived in the United States?

Methodological Approach

Site and Participants

This research was conducted in a Title 1 K-5 elementary school in Central Florida that served 1,028 students at the time of the study. There were 466 girls and 562 boys enrolled at the time. Of the students enrolled, 535 were identified as ELL program participants, 70.3% identified as Hispanic, 6.4% identified as Black/African American, 2% identified as Asian, 3.4% identified as Multiracial, and 17.5% identified as White. At this school, 74.1% of students lived in economically disadvantaged households, 14.8% were identified as students with disabilities, and 3.9% were identified as homeless. The target population was a sample of convenience comprised of eight students in a fifth-grade class labeled as gifted and high-achieving, whose parents

consented and who gave their assent. The gifted students in the class were labeled by testing done at the district level, and the school determined student class placements.

Data Collection Methods

The data collected for analysis and interpretation includes the following documents constructed by the students: SOURCES Framework Analysis Sheet, SOURCES Analysis Sheet, KWL Chart, guiding questions, additional notes, and SOURCES narratives.

SOURCES Framework Analysis Sheet. Throughout the unit, students filled out the corresponding sections of the analysis sheet (Figure 1.1) that matched the investigation stage completed. For example, when the Scrutinize the Fundamental Source stage was completed, students filled out the Scrutinize the Fundamental Source section of their analysis sheet.

SOURCES Analysis Sheet. As students encountered different primary sources, they were given an analysis sheet (Figure 1.2) that included probing questions: “What do you know?”, “What do you think you know?”, and “What do you wonder?”. Students were also provided a space for additional thoughts, questions, and notes.

KWL Chart. On the first day of the unit, students were instructed to create KWL charts using the modeling provided by the researcher. While students viewed the fundamental source for the first time, they filled out the K and W sections. Throughout the rest of the unit, as students encountered new sources, they were encouraged to answer any questions they could and add those answers to the L section. They were also encouraged to add any other information gained to this section.

Guiding Questions. Students were provided guiding questions to answer while examining sources to guide their analysis. Some of the guiding questions were “How did steamships impact immigration?”, “What was the purpose of the medical inspection?”, “What do

you think the inspectors look for during eye exams?”, and “How do you think these immigrants are feeling?”.

Additional Notes. Students were encouraged to take additional notes while encountering sources if they deemed it necessary. These notes could include any new connections made, facts learned, or questions that arose while examining sources.

SOURCES Narratives. At the end of the unit, students were tasked with creating a historical fiction immigrant narrative inspired by all the knowledge they gained and the primary and secondary sources they encountered. Students were given a rubric and a student-paced version of the unit on Nearpod, where they had access to the unit content to guide their creations.

Other Data Sources. In addition to the documents constructed by the students, informal teacher observations were taken each day using a teacher observation tool to track if the students took notes, filled out analysis sheets, and to take note of any additional comments (things students said, if they were on/off task, absences, and discussion participation).

The unit overview, including the tasks completed by the students each day, can be found in Appendix C.

Data Analysis Methods

The researcher utilized the qualitative methods outlined by Erickson (1986). The purpose of conducting this analysis was to demonstrate the plausibility of the research questions. The data analyzed was reported through particular descriptions, general descriptions, and interpretive commentary (Erickson, 1986). Particular descriptions were made using direct quotes from student samples, while general descriptions were reported via table. Interpretive commentary was used to accompany the particular and general descriptions. Assertions were developed by analyzing SOURCES Framework Analysis Sheets, SOURCES Analysis Sheets, KWL charts,

guiding questions, SOURCES narratives, and additional notes for completion and quality (is what they wrote relevant to the topic/ is what they wrote meaningful?). Assertions were tested by conducting a systematic search of all data collected for disconfirming and confirming evidence (Erickson, 1986). All data sources were reviewed to generate and test the assertions made. During this time, the researcher looked for key linkages, patterns of generalization, and disconfirming evidence (Erickson, 1986). Pseudonyms were established to protect the identity of the participants.

The role of the researcher

In this study, the researcher was active as an elementary educator, fifth-grade senior intern, observer, and data collector. The researcher worked in interaction with the participants, starting before the analysis process as their student-teacher and continuing until the end of the unit.

CHAPTER 4: RESULTS AND FINDINGS

As a means of organizing the results and findings of this chapter, they are organized roughly by the research questions.

Although the researcher did not focus on the acquisition of historical thinking skills, several essential skills were demonstrated by the students throughout the study. Sourcing was demonstrated throughout the first stage of the unit. In the Scrutinize the Fundamental Source stage, students attempted to figure out the origin of the source presented to them and the story behind the source. With it being their first time encountering the source, they used the image's caption to help them understand it but were left with many questions (that they added to their KWL charts). This historical thinking skill was the skill least exhibited by the students as they were not given the opportunity to exercise it authentically, aside from in the first stage.

Contextualization was demonstrated by the students throughout the inquiry process as they added to their understanding of the topic while examining the collection of primary and secondary sources in the unit. This skill was primarily exhibited while the students watched a segment of a documentary about Ellis Island and while they completed a virtual Scholastic tour. While the students examined these sources, they were given the opportunity to see the experience of Ellis Island immigrants in a different way by watching video clips and listening to audio. This allowed students to deepen their understanding as it allowed them to place these events in the context of when and where they happened through media that might have been easier to digest than images, articles, and interviews.

Corroboration was exhibited as the students came across various sources that contained details about the journey to Ellis Island and what immigrants experienced once they arrived at Ellis Island. This historical thinking skill was primarily shown during the unit's Corroborate and

Refute stage, where students participated in two investigations. During the investigations, students were placed into groups, and each group analyzed a different set of sources. Then, they jigsawed into new groups and were given the opportunity to discuss what they encountered in their original groups.

The students exhibited close reading as they encountered various written sources. As students read articles and interviews, they filled out analysis sheets, took additional notes, attempted to answer questions, and asked new questions that arose.

Students were able to combine these historical thinking skills with the Habits of Mind (NCHE, 2024) to successfully and authentically participate in historical inquiry.

Do elementary students exhibit historical empathy while learning through inquiry-based methods?

While analyzing the data, the researcher looked for evidence of the students understanding the experiences of immigrants on their journey to the United States and once they arrived at Ellis Island, as well as how they felt living through those experiences. While analyzing, the researcher carefully distinguished between the students displaying regular empathy and historical empathy. For example, Alex wrote his narrative in first person point of view and said, “It feels bad to leave the rest of my family and my birthplace go, but I have to if I want to go any further.” The researcher identified this statement as regular empathy, as opposed to historical empathy, because any individual would feel bad if they had to leave their family and home to start over in a foreign country. On the other hand, Alex displayed historical empathy throughout his narrative by describing what the journey on the ship was like. He mentions how the immigrant in his story had never been on a ship before, so this was a new experience for him, how the hold was crowded with luggage, it was difficult to sleep, and their food was limited on

the ship. These statements differ from regular empathy because they describe experiences unique to the immigrants on their journey to Ellis Island and highlight how they perceived those events. As shown in Table 1, all students exhibited historical empathy across all the samples collected. Most instances of historical empathy were identified in the student-created narratives. These narratives were written entirely by the students and without the researcher conferencing with them, which demonstrates the proper acquisition of this historical Habit of Mind (NCHE, 2024). However, the researcher was also able to identify non-examples of historical empathy within the samples collected, as well. To continue using Alex as an example, he described how the immigrant in his narrative had to quickly pack his car with his luggage so he could rush off to the bus that would take him to the dock where he would board the ship to Ellis Island. This is a non-example of historical empathy, as the modes of transportation were not an experience that immigrants of the time could have lived through.

Table 1: Historical Empathy

Student	Instances of Historical Empathy (Across all samples)	Non-instances of Historical Empathy (Across all samples)	Example taken from student narratives
Patrick	9	2	“We realized about two of the people are sick and when we say sick they are very sick like they are throwing up a lot so we try to stay away from them and some are helping them and this is a very small room we cant really stay away from them so we just go up to our bunk beds...”
Albert	8	3	“But he had to get checked to see if they had any health conditions sickness, so a lot of people were not able to go to America.”
Nelson	8	0	“The journey there was immense pain everyone stealing food so crowded could barely walk and I

			would stare at the first class probably so happy to be on the boat..”
Alex	12	3	“I couldn't even fathom how difficult it would be to live like this for the next month.”
Zahra	17	1	“They were giving small chunks of bread. On the first few days they also gave them half a fish and more bread but the food portions began to get smaller on the third day. Just as she predicted, someone stole the half loaf of bread she still had in her sleep.”
Alan	5	1	“The ship is cramped and the food is not good but it will last the hardest part is when it rains...”
Maria	9	0	“The food in the boat was odd, there was Lukewarm soups, black bread, boiled potatoes, and herring or stringy beef.”
Max	18	0	“I did not really understand because I was so young, but my mother was crying her eyes out while watching her husband go to a new life.”

Almost all students wrote about how the immigrants in their narratives were happy to finally be free. The researcher was surprised to see this pattern, as it demonstrated that the students truly comprehended the reason why the immigrants came to the United States. This pattern highlights the prime historical empathy as it is an experience unique to those who had to emigrate, and the students were able to incorporate the reality of immigrants and the severity of the situation into their narratives independently and without conferencing.

Do elementary students interrogate sources while learning through inquiry-based methods?

While analyzing the data, the researcher looked for evidence of the students authentically analyzing and interrogating the sources presented to them by answering the guiding questions, filling out the analysis sheets, posing their own questions, and applying the information they learned to their narratives. As shown in Table 2, interrogating sources was acquired at the deepest level when analyzing the number of instances recorded. This historical Habit of Mind (NCHE, 2024) was consistently shown by the students across their analysis sheets, guiding questions, and notes but inconsistently shown across their narratives. All the students filled out their analysis sheets and notes partially or completely. Student absences, lack of participation during the unit, or insufficient time could have caused partial completion of analysis sheets, guiding questions, and notes. Students were given the opportunity to interrogate the sources presented to them individually and with their classmates. The fifth graders interrogated sources in class by filling out the appropriate analysis sheets, answering the guiding questions created by the researcher or provided by the source, participating in discussions, posing their own questions, and taking their own optional additional notes. The exhibition of this Habit of Mind (NCHE, 2024) was inconsistently shown throughout the student-created immigrant narratives. Students were provided with a rubric to guide the creation of their historical fiction narratives and were instructed to use all the resources provided to them in the unit to guide their creativity. Even with these resources, students still included information in their narratives that was not indicative of them reading through the rubric and interrogating the sources they came across in the unit. It is unclear if the inclusion of non-historically accurate information was due to them not interrogating the sources while creating their narratives or due to a lack of understanding

regarding the historical fiction genre. For example, Zahra successfully interrogated a secondary source throughout the unit and answered a guiding question about where the immigrants of Ellis Island came from. She answered, “Rotterdam, the Netherlands, Antwerp, Belgium, Hamburg, Germany, Goteburg, Sweden, Bremen, Germany, Naples, Italy, and Le Harre.” However, the immigrant in her narrative was from Baluchistan, which the researcher identified as a non-example of interrogating sources. While Zarha failed to interrogate sources in some sections of her narrative, she successfully interrogated them in other parts. She later wrote, "She could now see what the buttonhooks were for. The people they called medical examiners flipped your eyelid with it to check for trachoma then they put it back to normal." Instances like these in the student narratives are what the researcher refers to as inconsistently using the historical Habit of Mind (NCHE, 2024).

Table 2: Interrogating Sources

Student	Instances of Interrogating Sources (Across all samples)	Non-instances of Interrogating Sources (Across all samples)	Example taken from student narratives
Patrick	26	3	“We all agree to go back to bed but one of us realize we didn’t eat dinner and are all hungry for the night almost no one could sleep the whole night the boat was the very rocky and we all knew we were probably going to get sick by day 5...”
Albert	27	5	“He had to get checked to see if he had any health conditions sickness, so a lot of people were not able to go to America.”
Nelson	17	0	“Many people were poor and had hard times leaving the country due to lack of money and high price of travel.”

Alex	24	4	“We finally get inside the ship... and the smile turns into a big frown of regret. Already inside the steerage, you’re welcomed with a very annoying noise that sounds like it’s coming from a factory.”
Zahra	23	7	“She could now see what the buttonhooks were for. The people they called medical examiners flipped your eyelid with it to check for trachoma then they put it back to normal.”
Alan	16	3	“When you enter the building to get checked in, there’s a huge line because of just how many people are trying to get in.”
Maria	26	4	“The people on the ship started to get up, many gasps of awe and small clapping starts being heard. I stand up and look. We are finally in America”
Max	27	1	“When I got inside, I had to go through so much security, I got my medical history checked, health checked and baggage checked I had to go into the main area called the Registry Room, that is where I would have to pay my and get my papers to get in.”

Do elementary students recognize an evolving narrative while learning through inquiry-based methods?

While analyzing the data, the researcher looked for evidence of growth from the students' first encounter with the fundamental source to their final reflection at the end of the unit.

Evidence of this historical Habit of Mind (NCHE, 2024) was displayed primarily through the filling out and completion of the SOURCES Framework Analysis Sheets and KWL charts, as

they summarized the inquiry process completed throughout the unit. Students were instructed to fill out their SOURCES Framework Analysis Sheets after completing each stage of the unit. From beginning to end, while analyzing all samples, it is evident that students grasped the concept of this historical Habit of Mind (NCHE, 2024). For example, a development in understanding is evident in Max’s SOURCES Framework Analysis Sheet. In the Organize the Thoughts row, he wrote, “I want to have a source from someone on the ship.” Later, in the Establish a Plausible Narrative row, he wrote, “I have learned all about immigrants and their experiences of where they went and how they survived.” At the beginning of the unit, when he had only been exposed to the fundamental source, the only information he had was what was provided to him by the caption in the source. Towards the end of the unit, after he had analyzed various primary and secondary sources, he was able to authentically puzzle together his understanding of the topic and answer various questions he had on his KWL chart. The same can be said for many of the other students. Part of this historical Habit of Mind (NCHE, 2024) is recognizing that history is made up of available sources. These sources can then change how events are interpreted. The Organize Thoughts row of the SOURCES Framework Analysis Sheet asks, “What do you need to know better to understand the source?”, “What other sources do you wish you had?”, and “What else do you need to know?” Table 3.1 displays the students’ responses.

Table 3: Organize Thoughts student responses

Student	Response
Patrick	“We need... other pictures. Where they headed...”
Albert	“By reading or looking at the photo”
Nelson	“A video from? To? Video sources. Ummm a video maybe.”
Alex	“Maybe the events occurring, when ever they were sailing. I wish I could’ve had a written secondary source. And I also need to know where the people are coming from.”

Zahra	“I need to know where their going. I wish I had a full paragraph or 2 explaining the photo. I also need to know who the people on the beams are.”
Alan	“What elleis iland looks like”
Maria	“Who did the picture. I wish I had a source that showed me when they arrived. I need to know what happened after S.S. Patricia arrived?”
Max	“I want to have a source from someone on the ship. Where they came from”

The student responses indicate that the students are aware that there is more to the story and that they can specify the types of sources they believe will help them grow their understanding of the topic. These responses indicate the acquisition of this historical Habit of Mind (NCHE, 2024) as the students recognized their need for more information to answer the essential questions successfully.

However, not all students completed every section of their SOURCES Framework Analysis Sheets and KWL charts (as shown in Table 3.2) due to lack of participation, insufficient time, or absence. This caused inconsistencies in the students’ own understanding of the evolving narrative they encountered throughout the unit. Regardless of the completion of the analysis sheets and charts, all students demonstrated an understanding of an evolving narrative; however, further analysis would be needed to conclude if the completion of the two tasks affected the depth of acquisition.

Table 4: SOURCES Framework Analysis Sheet and KWL chart completion

Student	SOURCES Framework Analysis Sheet	KWL chart
Patrick	Yes	Yes
Albert	No	No
Nelson	Yes	Yes
Alex	Yes	Yes
Zahra	No	Yes
Alan	Yes	No
Maria	Yes	No
Max	Yes	Yes

The student narratives themselves are evidence of their acquisition of this historical Habit of Mind (NCHE, 2024), as they used all the resources provided to them throughout the unit to create full immigrant narratives. While this Habit of Mind (NCHE, 2024) had fewer recorded instances than the previous two (as shown in Table 3.3), the quality and context of the instances confirm its acquisition among the students. Every day that the students participated in the unit, they were given the opportunity to construct their narrative of the topic. The understanding that they built based on the provided sources was then cultivated in the form of their immigrant narratives and the growth of the plot from beginning to end.

Table 5: Evolving Narrative

Student	Instances of Evolving Narrative (Across all samples)	Non-instances of Evolving Narrative (across all samples)	Example taken from student narratives
Patrick	9	0	“I hear the cheering and the happiness of everyone I go to the deck of the steamship and I see a big green statue we are here America we see the Statue of Liberty”
Albert	4	0	“So, albert and his wife were in the waiting room while everybody else was, so they were planning what they were going to do in America...”
Nelson	6	0	“People ask me why did you choose to go to America rather than stay in Poland. It was because of freedom.”
Alex	7	2	“While on the ferryboat, everyone cheered I was confused, but I looked backwards and saw it. In all its glory; the Statue of Liberty. This statue is meant to resemble the freedom that you have here...”

Zahra	13	0	“It was day six of the trip. The waves were rough, there was throw up in almost every corner so she had to move away from her corner. They were meant to arrive at Ellis island but the water threw them off of track.”
Alan	3	1	“The sleeping situation is uncomfortable because you have to sleep on the ground with other people...”
Maria	11	1	“We got dragged into a tiny compacted apartment that many other immigrants called a “Tenement” the place was very crowded with many families of different cultures...”
Max	12	0	“We were going to board the S.S. Patricia and the total voyage was going to take about 10 days to get to this Island called Ellis Island...”

Do elementary students recognize the decisions and choices made by immigrants while learning through inquiry-based methods?

While analyzing the data, the researcher looked for evidence that the students understood that immigrants traveling to and through Ellis Island had to make complex decisions based on their unique circumstances. This historical Habit was only evident in the students' SOURCES Narratives, with the exception of one instance found on one student's SOURCES Framework Analysis Sheet. Some students highlighted how the choice to emigrate was difficult. For example, in Max’s narrative, one person in the village was going to be given the opportunity to go to America, and he wrote, “Most people signed up, but they could not leave their families.” Other students discussed how the immigrants in their narratives would not be able to leave due to their environment or health reasons. Many faced this reality at the time. Some students also

described the decisions made at Ellis Island by the immigrants in their narratives. Alex highlighted how the choices the immigrant in his narrative made once he arrived at Ellis Island would determine whether he would be allowed to stay or not. The researcher was surprised to find that Maria went as far as to describe some of the choices the immigrants in her narrative faced once settled in New York. She wrote about the few resources the family had in her narrative and how those resources had to be rationed for survival.

Table 6: Decisions and Choices

Student	Instances of Decisions and Choices (Across all samples)	Non-instances of Decisions and Choices (Across all samples)	Example from student narratives
Patrick	2	0	“The whole town was excited except the lead said only five can go”
Albert	8	0	“If albert and his wife didn’t answer those questions correctly, they would not have made it and sent back to Germany.”
Nelson	2	0	“Later on in my life I had a terrible choice to make go to America the land of freedom or stay with my friends.”
Alex	6	0	“Every little choice I made here will determine if I can go or not.”
Zahra	3	0	“She admired those who were brave enough to leave their life behind and start a new one in roads of gold and the land of the free.”
Alan	2	0	“The reason why we immigrated was because we were not able to make a living...”
Maria	3	0	“Salim and Dima, had to try to find a job to help us. They were now 8 years old...We

			were now living in poverty and had to use our resources carefully or else we might run out.”
Max	7	0	“We had used the little money we had gotten from my parents work to buy the ticket that would bring my father to the USA and leave Emma (My mother) and I.”

As shown in Table 6, this Habit of Mind (NCHE, 2024) had the least recorded instances. While some students understood the sacrifices made and the dedication it took for immigrants to embark on the journey to Ellis Island and build a new life from the ground up, others did not acquire the same depth of understanding. This pattern may be important to note how little the students incorporated this Habit of mind (NCHE, 2024) into their narratives, considering how many questions the students generated throughout the unit.

CHAPTER 5: IMPLICATIONS AND CONCLUSION

Providing elementary-aged students with opportunities to engage in authentic historical analysis is crucial to building their historical thinking skills. Teaching with primary and secondary sources allows students the opportunity to engage in authentic inquiry-based learning experiences where the acquisition of a historical concept is in their hands. This differs from the traditional social studies learning experience, as these inquiry-based learning experiences are student-centered, and the teacher is present as a guide. Developing social studies instruction utilizing the SOURCES Framework for Teaching with Primary and Secondary Sources is an effective way to scaffold authentic historical inquiry at the upper elementary level. In this study, the researcher sought to explore student levels of acquisition of four Habits of Mind (NCHE, 2024) when taught using student-centered inquiry-based approaches to instruction. The researcher utilized the qualitative research methods outlined by Erickson (1986) to analyze data samples collected from eight student participants to determine their levels of acquisition and growth of the Habits of Mind (NCHE, 2024). The researcher concluded that each student exhibited the use of History's Habits of Mind (NCHE, 2024) when taught using a student-centered approach to historical inquiry. However, the levels at which they were acquired were different.

Educational Implications

When teaching using inquiry-based methods in the classroom, it is crucial to model and scaffold the process so students can successfully complete their investigations. Modeling and scaffolding the process for students is essential when students are not used to learning in an inquiry-based manner and need a model to know what is expected of them throughout the process. The researcher did not provide explicit instruction or modeling regarding Habits of

Mind (NCHE, 2024) to the students to assess the raw acquisition. However, if these Habits had been explicitly taught or introduced, the level of acquisition might have been more profound, and students would have been more mindful while participating in the inquiry process. While developing instruction centered around authentic inquiry, educators should consider developing activities that target the specific Habits of Mind (NCHE, 2024) they want students to acquire. The unit taught during this study was not created to target specific Habits of Mind (NCHE, 2024). Developing activities that target specific Habits may allow the acquisition to be more easily measured.

Some Habits of Mind (NCHE, 2024) could be incorporated into other subject areas to reinforce learning and acquisition, just as this study incorporated reading and writing with social studies. The social sciences often do not receive as much instructional time as other subject areas (Fitchett et al., 2014; Tyner & Kabourek, 2021), so by creating an interdisciplinary unit using primary sources, the threat of time is eliminated, and instructional time is expanded.

Crafting and delivering a unit utilizing the SOURCES Framework (Waring, 2021) can be difficult, considering the need to find appropriate sources and the time restrictions for the social sciences in an elementary classroom. All instructional activities should be planned according to the allotted time, but teachers should be prepared to modify instruction at any time for any given reason. Teaching using the SOURCES Framework (Waring, 2021) requires students to fill out various analysis sheets and answer questions that will help guide their thinking. It would be wise for students to organize all their materials in a designated folder or notebook that can be collected and stored in the classroom to expunge the possibility of students misplacing their work. Teachers should consider conferencing with students while using this framework to

understand what their students are thinking and to hold students accountable for filling out the necessary sheets.

Utilizing the *Nearpod* (n.d.) platform benefited the students while they conducted their investigations and created their historical narratives. *Nearpod* (n.d.) was a beneficial resource as students could join the lesson on their computer, and the teacher could sync student screens and control which parts of the lesson the students had access to. Using this resource with the SOURCES Framework worked well, as it made it more accessible for students to analyze countless primary and secondary sources, enabling them to construct their understanding of a given topic. While using *Nearpod* (n.d.) was great for accessibility, it also allowed students to easily access digitized and virtual primary and secondary sources needed to complete stages of the inquiry process in this study. Giving students the ability to access the same resources they encountered throughout the unit once it was taught via a self-paced *Nearpod* (n.d.) was also beneficial, as students could go back and independently review the inquiry process they completed.

Limitations

Throughout the study, the researcher encountered various limitations. The limitations included instructional time constraints and the researcher being placed in a different classroom toward the end of the unit. The researcher was only given 30-35 minutes a day to deliver instruction over the course of a few weeks. The limited daily instructional time impacted how much the researcher could model tasks and engage students in discussions. The instructional time limits also impacted the students as they could not always finish filling out their documents during class time and would have to wait to continue during the next instructional period. Students also worked at different paces, so some may not have been able to complete their virtual

investigations during the given time, similar to the limits they had while filling out their documents. The researcher was a senior intern in the fifth-grade class where this study took place and was present all day and every day for the majority of the unit. However, toward the end of the unit, the researcher was given a different class assignment and would only see the students during the scheduled social studies instruction time. This greatly impacted the study as students did not have access to the researcher to ask questions about their narratives or the rubric. While students had access to the researcher's email address, they were unable to reach the researcher on their school devices as the researcher was outside of the organization. Students would have only been able to email the researcher on a personal device or ask questions in person during the limited time frame of social studies instruction. For future studies, researchers should carefully plan instruction and take modeling time, discussions, and the length and complexity of investigations into consideration, along with the instructional time constraints.

Conclusion

While the acquisition of the historical thinking skills sourcing, contextualization, corroboration, and close reading were not the focus of the researcher, the presence of the skills was evident throughout different stages of the unit. However, sourcing was not demonstrated at the same level due to the opportunities students were given and how the unit was planned. Similarly, the Habits of Mind (NCHE, 2024) historical empathy, interrogating sources, evolving narrative, and decisions and choices were also all acquired by students but at differing levels. While the level of acquisition of each Habit was different, the quality of all instances was notable, and the students demonstrated an authentic understanding of history.

The SOURCES Framework for Teaching with Primary and Secondary Sources (Waring, 2021) is an effective and stimulating way to invite students to think historically. When students

encounter and analyze primary and secondary sources, they are engaging in authentic historical inquiry. Analyzing primary and secondary sources allows students to naturally acquire various historical thinking skills and historical Habits of Mind (NCHE, 2024). Teaching with the SOURCES Framework (Waring, 2021) invites students to mimic the processes done by historians as a teacher guides their historical investigations. Using inquiry-based methods at the elementary level was shown to engage this study's participants by allowing them to exercise and explore their creativity while also stimulating History's Habits of Mind (NCHE, 2024) and their critical thinking skills, which are necessary for students to continue to grow as learners.

APPENDIX A
IRB APPROVAL OF PROTOCOL

Figure A1 IRB Approval of Protocol Page 1



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
 FWA00000351
 IRB00001138, IRB00012110
 Office of Research
 12201 Research Parkway
 Orlando, FL 32826-3246

EXEMPTION DETERMINATION

March 28, 2024

Dear Scott Waring:

On 3/28/2024, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study
Title:	Measuring students' level of acquisition of historical thinking skills and habits of mind with the lesson "Using SOURCES to Examine and Understand Immigrants' Journeys to the United States through Ellis Island"
Investigator:	Scott Waring
IRB ID:	STUDY00006197
Funding:	None
Documents Reviewed:	<ul style="list-style-type: none"> • SOURCES Permission, Category: HIPAA; • HRP-255 - FORM- Request for Exemption, Category: IRB Protocol; • IRB Waring 6187 HRP-254 - FORM - Explanation of Research 3.15.24.pdf, Category: Consent Form; • IRB Waring 6197 SOURCES Recruitment Letter 3.15.24.docx, Category: Recruitment Materials; • IRB Waring 6197 SOURCES Syllabus 3.15.24.docx, Category: Other; • SOURCES Data Collection, Category: Other; • SOURCES Materials V2.docx, Category: Other;

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please submit a modification request to the IRB. Guidance on submitting Modifications and Administrative Check-in is detailed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Kamille C. Birkbeck
Kamille Birkbeck
Designated Reviewer

APPENDIX B
CONSENT/ASSENT



UNIVERSITY OF
CENTRAL FLORIDA

EXPLANATION OF RESEARCH

Title of Study: Measuring students' level of acquisition of historical thinking skills and habits of mind with the lesson "Using SOURCES to Examine and Understand Immigrants' Journeys to the United States through Ellis Island"

Principal Investigator: Scott Waring

Other Investigator(s): Natalia Cruz

Your child is being invited to take part in a research study. Whether they take part is up to them.

The purpose of this research is to measure what your child has learned throughout the social studies lesson.

This lesson will be taught regardless of the research. During the class, your child will be assigned certain activities for their regular class instruction. I would like to collect and observe their assignments for research purposes. I am asking for your permission to collect these assignments and observe their classroom activities.

- All SOURCES Analysis Sheets
- SOURCES Framework Analysis Sheet
- SOURCES Pre-Assessment
- SOURCES Post-Assessment
- SOURCES Novel
- SOURCES KWL Chart
- SOURCES Guided Questions
- SOURCES Notes
- SOURCES Presentation

There will be no audio or video recordings taken during this lesson. Your child's name will be collected (for analysis purposes) but will **not** be included in the research findings and reports. Both my faculty advisor, Scott Waring, and I, Natalia Cruz, will have access to this information. This information will be stored on my personal UCF OneDrive and will be stored for a minimum of 5 years after study closure, as per UCF policy.

If identifiers are removed from your identifiable private information that is collected during this research, that information could be used for future research studies or distributed to another investigator for future research studies without your additional informed consent.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Natalia Cruz, Undergraduate Student, School of Teacher Education at natalia.cruz@ucf.edu or Dr. Scott Waring, Faculty Supervisor, School of Teacher Education at scott.waring@ucf.edu

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

Signature Block for Parent of Child

Your signature documents your permission to evaluate your child's classroom assignments for research purposes.

UCF HRP-254 Form v.1/31/2023

Figure B2 Consent/Assent Page 2

Page 2 of 2

Printed name of child

Signature of parent or individual legally authorized to consent

Printed name of parent or individual legally authorized to consent

Signature of person obtaining consent and assent

Printed name of person obtaining consent

Date

Parent
 Individual legally authorized to consent

UCF HRP-254 Form v.1/31/2023

APPENDIX C
UNIT OVERVIEW

Unit Overview

The unit was taught during the standard social studies block in the general education classroom, which generally lasts 30 to 35 minutes.

This unit aligns with the Florida State Academic Standards for Social Studies and the English Language Arts (ELA) Benchmarks for Excellent Student Thinking (BEST) standards.

Florida State Academic Standards for Social Studies:

- SS.5.A.1.1 Use primary and secondary sources to understand history.

Benchmark for Excellent Student Thinking Standards:

- ELA.5.R.3.3 Compare and contrast primary and secondary sources related to the same topic.

The learning goals for this unit align with the standards listed above:

Learning Goal 1: Students will be able to use primary and secondary sources to understand history- Ellis Island immigration. (State Standards: SS.5.A.1.1 Use primary and secondary sources to understand history.)

Learning Goal 2: Students will be able to compare and contrast primary and secondary sources related to the Ellis Island immigration. (State Standards: ELA.5.R.3.3 Compare and contrast primary and secondary sources related to the same topic.)

The unit also uses standards from all four dimensions of the College, Career, and Civic Life (C3) Framework. This framework emphasizes inquiry, problem-solving, critical thinking, and participatory skills to become engaged citizens (NCSS, 2013).

C3 Framework standards:

Dimension 1: Developing Questions and Planning Inquiries

- D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Dimension 2: Applying Disciplinary Tools and Concepts

- D2. His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2. His.10.3-5. Compare information provided by different historical sources about the past.
- D2. His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.
- D2. His. 12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

Dimension 3: Evaluating Sources and Using Evidence

- D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action

- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

The unit was taught primarily on Nearpod (n.d.), a website that can turn any lesson interactive. This way, all resources could be kept in one place, and students would be able to have better access to the material (having it on their laptops instead of only on the SMART Board).

Unit Sequence (Waring & Cruz, 2023):

Day 1: Students were briefly introduced to the unit and given the code to a student-paced version of the unit on Nearpod (n.d.) so that they could complete the pre-assessment at their own pace.

Day 2: Students were introduced to the SOURCES Framework, and the Scrutinize the Fundamental Source, Organize Thoughts, and part of the Understand the Context stages were completed. To begin, students were instructed to join a live participation Nearpod (n.d.). During the Scrutinize the Fundamental Source stage, students were given a SOURCES Framework Analysis Sheet and a SOURCES Analysis Sheet. Students were told that the SOURCES Framework Analysis Sheet would be used throughout the entire unit, but the SOURCES Analysis Sheet was for individual sources. The fundamental source was shown to students, and then they were asked a series of questions to get them to begin the critical thinking process. Students were instructed to fill out their SOURCES Analysis Sheet after modeling and explicit instruction as to what each question on the sheet was asking. Students were also instructed to label their SOURCES Analysis Sheet with "Fundamental Source" so they could return to it later in the unit. After this, students filled out the Scrutinize the Fundamental Source row on their SOURCES Framework Analysis Sheet. During the Organize Thoughts stage, the KWL chart was introduced to students. A model KWL chart was created on chart paper for all students to see. Students were instructed to create their charts on the back of their SOURCES Framework Analysis Sheet since both would be used throughout the unit. While filling out the Know column, a statement was modeled, and then students were asked what they knew about the source. A few students shared their statements, and then they were all given a moment to fill out their K columns. Next, students were asked what they wanted to know about the source. Students were called on to share, and a set of additional want-to-know questions were provided. Once students finished

filling out the K and W columns, they were instructed to fill out the Organize Thoughts row on their SOURCES Framework Analysis Sheet. Later in the day, while there was a period of free time, the Understand the Context stage was introduced, and students watched a read-aloud of *When Jessie Came Across the Sea* by Amy Hest. The students were given a piece of paper to jot down connections, wonderings, or anything they found relevant in the story.

Day 3: The Understand the Context stage continued as students watched the first 19 minutes of an Ellis Island documentary and took notes on new information, connections, and wonderings on a sheet of paper. SOURCES Framework Analysis Sheets were passed out, and students were instructed to try to answer some questions from their KWL charts.

Day 4: Students joined the unit's live participation Nearpod (n.d.). Students were instructed to read through an article titled *Departures and Arrivals* on an online exhibition site called *Leaving Europe: A New Life in America*. They were given eight guiding questions to answer on a sheet of paper as they read through the article. SOURCES Framework Analysis Sheets were passed out, and students were given the opportunity to answer any questions from their KWL charts.

Day 5: Students joined the unit's live participation Nearpod (n.d.) and completed an interactive tour of Ellis Island by Scholastic in groups or pairs. While navigating the tour, students were instructed to take note of any new information, connections, or wonderings. Once students completed the tour, SOURCES Framework Analysis Sheets were passed out, and students were given the opportunity to add to their KWL charts and complete the Understand the Context row.

Day 6: A class discussion was held to consider additional questions regarding the immigrant experience at Ellis Island. This concluded the Understand the Context stage. Students

were then introduced to the Read Between the Lines stage, where they revisited the fundamental source and were instructed to think critically about what they knew and what they learned so far to make meaningful connections between the primary and secondary sources. A few guiding questions were posed for students to use during their reflections. SOURCES Framework Analysis Sheets were passed out, and students filled out the Read Between the Lines row. Guiding questions for the following stage were displayed during the last few minutes of social studies so that students could start copying them down.

Day 7: Students were introduced to the corroborate and refute stage. Parts One and Two of the Ellis Island Expedition Series by the National Parks were played on the SmartBoard for students to watch and answer the guiding questions. The captions were enabled on the video for clarity, and the video was occasionally paused so that students could answer their guiding questions.

Day 8: Students watched Parts Three and Four of the Ellis Island Expedition Series by the National Park Service and answered the guiding questions associated with each video. The captions were enabled on the video for clarity, and the video was occasionally paused so that students could answer their guiding questions and pose questions.

Day 9: Students watched Part Five of the Ellis Island Expedition Series by the National Park Service and answered the corresponding guiding questions. Then, students watched a brief documentary on immigration into the United States, taking notes on any new information, connections, and wonderings. At this time, students were also given their KWL charts to try and answer any of their questions.

Day 10: Students completed their first investigation to answer the essential question: What did immigrants experience during their journey to Ellis Island? Students were given

primary source images and interviews to analyze with their groups and were tasked with filling out a SOURCES Analysis Sheet for each source. Students then jigsawed out to form new groups and to discuss the sources they encountered.

Day 11: Students completed their second investigation to answer the essential question: What was it like for immigrants as they arrived in the United States? Students were given primary source images and interviews to analyze with their groups and were tasked with filling out a SOURCES Analysis Sheet for each source. Students then jigsawed out to form new groups and discuss the sources they encountered. Then, students were introduced to the Establish a Plausible Narrative stage and given the project rubric. Students were instructed to work on the project during their free time or at home. Students were given the code to the student-paced Nearpod (n.d.) so they could view the unit materials and were given their analysis sheets and notes to aid the creation of their projects.

Day 12: Students filled out their Establish a Plausible Narrative row on their SOURCES Framework Analysis Sheet and completed the post-assessment.

Day 13: Students presented their projects. A class discussion was opened to revisit and reflect on the inquiry process. Students then returned to their KWL charts to try to answer their remaining questions and add anything else they learned. Lastly, students filled out the Summarize Final Thoughts row on their SOURCES Framework Analysis Sheet.

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