

History Across Drafts

Write a quick source caption and a considered historical interpretation.

CCSS.ELA-Literacy.WHST.9-10.10 "Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB These are invented records for a historical-method simulation, not real school history. In A and B, underline evidence about the reading room; circle words identifying each writer and date. Keep proposed actions separate from reported experiences.

A Simulated School Archive

- ① **Source A: Council minutes, April 12, 1910.** Clerk Helen Ward records a decision at the invented Bell School: The council authorizes the purchase of thirty books for a student reading room. It proposes opening the room on Tuesdays and Thursdays from three until four. The head teacher will report later on attendance and costs. This record states what the council approved; it does not record a purchase or a completed attendance count.
- ② **Source B: Student letter, October 6, 1910.** Ada Bell writes to a cousin: I have visited the school reading room on several Thursdays, and some friends come often. Last week I could not read the book I wanted because another student was using it. My older brother cannot stay after lessons because he helps at a workshop. I like having a place to read, though I wish I could stay longer.
- ③ **Historians' question:** What do these records suggest about the reading room's opportunities and limits? Compare an official decision made in April with one student's experiences reported in October. They were written for different purposes. Neither record tells us every student's experience, how many books were actually bought, or whether the proposed hours were followed on every opening day.

2 ANSWER WITH EVIDENCE Use the passage

1 What does Source A establish about the thirty books, and what does it leave unproved?

2 Name one opportunity and one limit reported in Source B.

3 Why should a museum text avoid saying the room helped every student equally?

3 YOUR TURN Your own words

Use this simulated archive to complete two historical writing tasks. In one sitting, write a 40-60-word caption introducing Source A to classmates. Across at least three separate days, draft and revise a 180-220-word museum interpretation for general visitors about opportunities and limits. Keep both drafts. Repeat later with another historical or science source set and a different audience.

1. One sitting: source caption

Record the date and start/finish time. Write 40-60 words for classmates: identify Source A's writer, date, purpose and one important limit. Label the archive as simulated. Check your caption against A and make a quick edit. Exclude a heading from the word count.

2. Day 1: evidence and reflection

Date your work. Record one useful detail from A and one from B, naming each writer and date. Distinguish authorization from a reported experience. Write a question the sources cannot answer and name a record that could help. Set your next writing date.

3. Day 2 or later: first museum text

Date this session. Draft 180-220 words in several paragraphs for visitors who have not seen the records. Label the case as simulated; use and attribute A and B, interpret opportunities and limits, and explain an uncertainty. Keep your full draft for comparison.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. Day 3 or later: revised museum text

Date this later session. Reread both sources; seek peer feedback or evaluate from a visitor's viewpoint. Write the complete revised 180-220-word interpretation. Then add two separate reflection sentences: show a substantive change and explain what extra time allowed compared with the caption. Submit caption, notes, both drafts and reflection.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

These are invented records for a historical-method simulation, not real school history. In A and B, underline evidence about the reading room; circle words identifying each writer and date. Keep proposed actions separate from reported experiences. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Source A establish about the thirty books, and what does it leave unproved?	It establishes that the council authorized buying thirty books. It does not prove that thirty books were bought.
2	Name one opportunity and one limit reported in Source B.	Ada values a place to read and reports friends attending. Limits include an unavailable book, her wish to stay longer, or her brother's inability to stay after lessons.
3	Why should a museum text avoid saying the room helped every student equally?	Only one student's letter is supplied, and it describes different access for her brother. There is no evidence about every student.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Teacher model: All archive records and people are invented. This models historical reasoning, not a real event. The first-draft passage is an excerpt; students submit full drafts.

Caption (Monday, 9:00-9:20): This simulated council record was written by clerk Helen Ward on April 12, 1910. It records approval to buy thirty books and proposed reading-room hours at the invented Bell School. It shows an official decision, but it does not establish that the books were purchased or that every proposed session occurred.

Monday evidence notes: A: Ward, April 12, authorized thirty books. B: Ada Bell, October 6, visited on Thursdays; brother could not stay. We do not know whether thirty books were bought. Seek a purchase record. Next session Wednesday.

Wednesday draft excerpt: Bell School bought thirty books in April. The room gave every student equal access to reading, and Ada's letter proves the whole plan succeeded.

Revised museum interpretation (Friday): This simulated archive suggests that Bell School's reading room offered some students a valued place to read, while access and resources had limits. The two invented records show an official intention and one student's later experience. They cannot tell the complete story of the room or the school.

In Source A, clerk Helen Ward's council minutes of April 12, 1910, record authorization to buy thirty books and proposed afternoon hours. Authorization is evidence of a decision, not proof that the books were bought. A purchase record would help test whether the plan was carried out.

Source B, Ada Bell's letter of October 6, 1910, reports visits on several Thursdays and friends who attended often. Her enjoyment suggests that the room mattered to her. Yet another student was using a book she wanted, and her brother's workshop duties prevented him from staying after lessons. These details complicate a claim of equal access.

Ada writes about personal experiences to a cousin, while Ward records council business. Comparing their different purposes gives visitors a fuller view than either record alone. Attendance records and additional student letters could show how widely these experiences were shared; the supplied evidence does not establish a schoolwide pattern.

Separate reflection: I distinguished an authorized purchase from a completed one and replaced the claim of equal access with Ada's specific evidence. Returning later let me compare purposes and uncertainties; the quick caption only introduced one record and its limit.

TEACHER ASSESSMENT NOTES

Require a 40-60-word caption, dated evidence notes, complete 180-220-word first and revised interpretations, at least three work dates, and two reflection sentences outside the interpretation count. Check both source attributions, simulation labels, a meaningful revision and limits on claims. Students need no outside facts for this case. Repeat with other discipline-specific tasks and audiences to establish routine writing.