

# Decoding Primary Sources and Historical Arguments: Defining what Students Have to Do

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## Overview of the Session

- I. The Primary Source Bottleneck: Steps 1 and 2
  - II. The Argument Bottleneck: Steps 1 and 2
  - III. The Argument Bottleneck: Step 3
  - IV. The Argument Bottleneck: Step 4
  - V. The Argument Bottleneck: Steps 5 and 6
  - VI. Final Discussions
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- I. The Primary Source Bottleneck: Steps 1 and 2
    - Video 1: Two faculty members discuss the difficulties students have working with primary sources
    - Discussion: Define a bottleneck where your students get stuck in their learning
    - Video 2: How an expert approaches a primary source
  - II. The Argument Bottleneck: Steps 1 and 2
    - Video 3: A faculty member discusses the difficulties students have formulating persuasive arguments
  - III. The Argument Bottleneck: Step 3
    - Video 4: A faculty member models the process of formulating an argument
  - IV. The Argument Bottleneck: Step 4
    - Video 5: Students practice formulating an argument
    - Discussion: Given the evidence presented here, how well are the students doing on creating an argument? How might the process be made more visible to them?
  - V. The Argument Bottleneck: Steps 5 and 6
  - VI. Final Discussions: Discuss strategies for using these methods for departmental change **or** using these methods for individual courses