

Home School Tools Document Analysis Supplement

MOHAI [Introductions to Primary Source Analysis](#) are a great way to introduce students to the different ways they can use primary sources (objects, documents, photos, or other materials from the time period you are studying) when learning about history. By looking closely at historic documents, we can learn about the past for ourselves and draw our own conclusions about what really happened. While our Document Analysis Worksheet is geared towards items that record first-hand accounts like letters and newspapers, it can also be used on a wide variety of text-based printed materials like ticket-stubs, flyers, receipts, and other ephemera. It encourages close reading by breaking down the various parts and kinds of information in a document and asking questions about what you see, think, and wonder. Here is how you could use the [Document Analysis Worksheet](#) to explore objects in the [MOHAI online collection](#).

1913 - 1914

Seattle Public Schools
QUARTERLY REPORT

OF
Nathalia Jensen
8 Grade A Class *W. H. School*
May de Brance Teacher

Promoted to _____ Class January, 1914

JOB REGISTRATION
_____ has been assigned to _____ Class
_____ Grade, Room _____

_____ Promises in entering school in September to secure the classification given.
_____ Teacher
Principal
FRANK B. COOPER
Superintendent
This report should be presented at the opening of school in September.

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	1st Quar	2nd Quar	3rd Quar	4th Quar	Final Term	From Grade
Days Present	44	42				
Days Absent	1	0				
Days Withd'n	0	0				
Times Tardy	0	0				
* Citizenship	8	25				
Industry	22	25				
Writing	27	20				
Music	2	2				
Drawing	44	20				
Manual Train'g	4	2				
Hygiene	4	2				
Reading	4	75				
Spelling	4	23				
Language	4	66				
Arithmetic	4	22				
Geography	4	63				
History	4	76				
Average	44	71				
Class Average	42	81				

* Citizenship includes all the conduct of the pupil for which the school is responsible.

|| Failure to obtain an average grade of 75% in the subjects of this group, or to obtain a grade of 65% in any one subject, will require the work of this grade to be repeated.

Excellent, 95-100; Good, 80-89; Fair, 70-79; Poor, 60-69; Very Poor, below 60.

NOTE—Compare pupil's average with class average.

Special attention will be called to any item by red underline.

Citizenship

	1st Quar	2nd Quar	3rd Quar	4th Quar
1 Influence: Good	11			
2 Shows improvement	11			
3 Rude; disrespectful				
4 Annoys others				
5 Not neat and clean				

Industry

	1st Quar	2nd Quar	3rd Quar	4th Quar
1 Concentrated	11			
2 Shows improvement				
3 Needs encouragement	11			
4 Capable of doing better				
5 Inattentive				
6 Appears not to try				
7 Work carelessly done				
8 Gets too much help				
9 Work shows falling off				
10 Lapses; possibly due to late hours				
11 Promotion in danger				

N. B.—This mark / is placed opposite trait to which attention is called.

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Regular reports of pupil's work will be made at the end of each quarter. Special reports will be made at such other times as it may appear best to acquaint the parent with the pupil's progress. Parents are requested to sign and return this report promptly and to confer with teachers when progress does not appear satisfactory. Parents are also invited to visit the school. Pupils having an average of 60 or more in any study may be excused from final examination in that study. But no pupil whose citizenship average below 60 shall be excused from examination in any study.

PARENT'S SIGNATURE

First Quarter *R. P. Jensen*

Second Quarter _____

Third Quarter _____

Fourth Quarter _____

FOR TRANSFER OR WITHDRAWAL

is a pupil in good standing in _____ Grade, _____ Class, at _____ School, and has returned, or satisfactorily accounted for, all books and supplies belonging to the Seattle Public Schools. A transfer is desired to the same, or nearest, classification in _____ School, on account of _____ Future residence _____ Attendance for current quarter _____ days Days belonging for current quarter _____ Principal _____ 1911.

1911. 5068. 37

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<https://digitalcollections.lib.washington.edu/digital/collection/imlsmohai/id/11668>

With schools and other places of learning currently shut down, teachers, students, parents, and community organizations are all having to work together to find new ways to teach and learn. Many of us are re-thinking what successful learning looks like and imagining what we want schools to look like when they re-open. To explore what learning has looked like in the past, we chose this Seattle Public Schools report card for a student named Nathalia Jensen from 1913-1914 to examine as a historic document. You can use the link above to get a closer look.

After taking a first look at the item, use the starter questions in the Document Analysis Worksheet to make detailed observations. Try to support your ideas with specific pieces of evidence. For example:

- What type of document is it? “1913-1914 Seattle Public Schools Quarterly Report” is a student report card with grades filled in for the first and second quarters.
- Who created the document? The printed form appears to have been made by Seattle Public Schools, but it was filled out by hand, likely by the teacher, “May de Crane.”
- Who was the intended audience? Parents of students; the instructions on back say “parents are requested to sign and return this report promptly.”

Next, what questions do you have about what you see? Come up with as many as you can!

- Why is the report not filled out for the whole year?
- What does W.W. stand for?
- Why did the teacher give letter grades in the 1st quarter but number grades in the 2nd?
- What is “manual training” and why is it there no grade for Nathalia in this subject?
- What does the number written in pencil at the bottom of the back side mean?

What Seattle history questions does it inspire?

- What was going on at the time/place this report card was filled out?
- What types of music or instruments did students like Nathalia learn?
- When was Seattle Public Schools founded? How has it grown or changed over time?
- When did teachers stop grading students on “hygiene”? Why was it graded at all?
- What was the expected level of education for a student like Nathalia at the time?

What does it make you want to know about the world around you?

- How old is the school I attend?
- What does West Woodland school look like today?
- Who decides what kids must learn? How do adults choose what classes are offered?
- What happens at a school where kids don’t receive grades?

Suggested extension activities

Once you’ve made as many observations and asked as many questions as possible, what next?

- Try to research some of the questions you can’t figure out by observation alone! There are more items in our online collection related to the people named in this report card. You can access a quick curated list of those items here:
<https://digitalcollections.lib.washington.edu/digital/saved/JensenFamily/bbb8bca1-0fb4-48bf-bf86-c576b13abdaa> What other resources can you use to find answers?

- Ask your student about their opinions on this report card. What do you think about these subjects and grading system? Do they seem fair? What do they think is the purpose of a report card or grades? How do they think student learning should be evaluated?
- MOHAI Minutes are short YouTube videos that invite viewers on fun journeys through Seattle's history. Both the "[Tribute to Seattle's Teachers](#)" and "[Garfield High](#)" episodes explore the history of the Seattle Public School system. Take a look!
- Imagine you are in charge of planning a brand-new school! What types of things would students learn about? What would a typical day look like? How often would students go? What features would you want the building to have? Draw, write, or collage your ideas!
- Read one of the following picture books about school and trying new things.
 - [Clouette](#) by Tom Lichtenheld (video available through [Seattle Public Library](#))
 - [Little tree](#) by Loren Long (eBook available through [Seattle Public Library](#))
 - [Pigeon must go to school](#) by Mo Willems (Youtube read aloud [here](#))
- Make a list of memorable changes, events, and accomplishments that have happened this school year. These can be physical (losing teeth), small victories (learning a new math skill), or fond memories (your field trip to MOHAI).
- Write a letter to one of your teachers – let them know how you're doing, what about school you look forward to returning to, and give thanks!
- Use the Document Analysis Worksheet questions on an item your family has chosen to keep or preserve. What parts of this document's story can you figure out through observation? Who can you ask to find out more about where it came from? Why is it important to them?