

Disciplinary Literacy in History

A Toolkit for Digital Citizenship



“Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or perhaps, both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives. (Madison, 1822, p. 103)



What disciplinary literacy is NOT

- Reading for main idea
- Predicting word meaning from context
- Summarizing
- Backtracking
- Or any other generic reading strategies



Why sourcing?

- It restores agency to the reader: Sourcing allows readers to engage authors and question their credentials, interests, and position in the event they narrate.
- Sourcing is an entire way of apprehending the world. It changes the one-way relationship between text and reader (Moje, 2007).



Why disciplinary literacy?

***Disciplinary literacy extends beyond sourcing. It enables students to not only interrogate, but also learn:**

- Contextualization, where readers question the social and political circumstances to gain greater insight of the historical context of the text, allows readers to consider the historical context of texts.
- Like the example of contextualization, disciplinary literacy calls on students to bring the full weight of their intellect to the act of reading.

[Reference: Wineburg, S., & Reisman, A. \(2015\). *Disciplinary literacy in history: A toolkit for digital citizenship*. *Journal of Adolescent & Adult Literacy*, 58\(8\), 636-639.](#)

Infographic by: Jiali Wang and Sasha Stone, University of California, Irvine