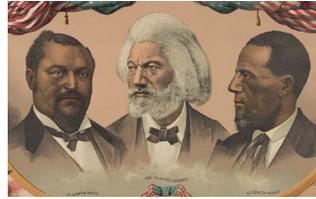
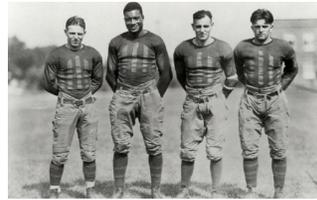


6th-8th Grade Specific Toolkit



Introduction to Using Primary Sources in the Classroom

Through a grant from the Library of Congress Teaching with Primary Sources (TPS), the State Historical Society of Iowa developed Primary Source Sets to help educators meet the Iowa history standards within the Iowa Core in Social Studies. These Primary Source Sets address national and international history as well as Iowa history and bring together engaging sources that include audio clips, written records, maps, photographs, videos and more. Primary sources offer an exclusive window to interpret history through the words and eyes of those who lived through the period. But it can be a challenge to integrate these materials into the classroom without easy access to sources and readily available analysis tools. This toolkit aims to provide simple, interactive tools to easily incorporate primary sources into the curriculum.

Why are primary sources important to use with students?

- Primary sources provide students with multiple perspectives - in many engaging formats (i.e. maps, photos, videos) - that introduce them to the concept of “point of view.”
- Primary sources change the view of history from facts and dates packaged in a textbook. The sources foster an understanding where students can learn to weigh the significance of primary sources about a topic against a general interpretation.
- Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
- Primary sources fascinate students because they are personal and real - history is humanized through them. Human expression provides history with color and excitement to encourage student engagement.
- By using primary sources, students will participate in the process of history. They will debate, challenge and seek out evidence to support their interpretation.
- Interpreting historical sources helps students analyze and evaluate contemporary sources they view today, i.e. newspaper reports, TV and radio programs, etc.
- Primary sources foster a learner-led inquiry in the classroom, where it is the students who build knowledge by directly interacting with a variety of sources that represent different accounts of the past.
- These sources also encourage students to develop an ability to understand and make good use of many sources of information - which will be a valuable skill beyond a K-12 education.
- Primary sources help students see that history is more than a presentation of events, but rather that history is the drama of the human experience as it was lived by people of all parts of society in very diverse times.
- Ultimately, primary sources are snapshots – or snippets - of history, which are incomplete and do not come with a lot of context. This requires students to be analytical and thoughtful when examining sources to determine what they actually infer from the materials.

Presidential Candidate Henry A. Wallace Campaigns at William Penn College, 1948



Courtesy of Library of Congress, Journal from the U.S. Senate, between 1850 and 1864

Guidelines for Integrating Primary Sources in the Classroom

(Courtesy of Library of Congress)

Before you Begin

1. Choose at least two or three primary sources that support the learning objectives and are accessible to students.
2. Consider how students can compare these items to other primary and secondary sources.
3. Identify an analysis tool or text-dependent (guiding) questions that students will use to analyze the primary sources.

Engaging in the Classroom

4. Ask students to closely observe each primary source.
 - a. Who created the primary source?
 - b. When was it created?
 - c. Where does your eye go first?
5. Help students see key details.
 - a. What do you see that you didn't expect?
 - b. What powerful words and ideas are expressed?
6. Encourage students to think about their personal response to the source.
 - a. What feelings and thoughts does the primary source trigger in you?
 - b. What questions does it raise?
7. Encourage students to speculate about each source, its creator and its context.
 - a. What was happening during this time period?
 - b. What was the creator's purpose in making this primary source?
 - c. What does the creator do to get his or her point across?
 - d. What was this primary source's audience?
 - e. What biases or stereotypes do you see?
8. Ask if this source agrees with other primary sources or with what the students already know.
 - a. Ask students to test their assumptions about the past.
 - b. Ask students to find other primary or secondary sources that offer support or contradiction.
9. Have students summarize what they've learned.
 - a. Ask for reasons and specific evidence to support their conclusions.
 - b. Help students identify questions for further investigation, and develop strategies for how they might answer them.

More comprehensive activity worksheets and directions are available on pages 13-53 of this toolkit.

Forms of Primary Sources

Primary sources come in many engaging forms. Beyond written documents and records, students can be taught through primary sources such as first-person accounts, music clips, statistics, maps and more. The primary source sets created by the State Historical Society of Iowa include some of the following sources:

- | | | | |
|--|---------------------------|--------------------------------------|--------------------------------|
| ■ Original Photographs | ■ Campaign Poster | ■ Campaign Ads | ■ Handwritten Letters |
| ■ Political Cartoons and Illustrations | ■ Audio Clips of Speeches | ■ Maps of Iowa and the United States | ■ Iowa Supreme Court Decisions |
| ■ Historic Video Clip | ■ Ship Manifests | ■ Infographics | ■ Inaugural Addresses |
| ■ Song Audio Recordings | ■ Newspaper Articles | ■ U.S. Senate Report | ■ Video Interviews |

Classroom Activities

6th Grade-8th Grade

Welcome to the Teaching with Primary Sources Toolkit. Educators are encouraged to use this toolkit in conjunction with the Primary Source Sets or any primary source brought into the classroom. Feel free to tailor, edit and customize the worksheets and suggested activities in the toolkit to suit the needs of your students.

Educator's Guide (6-8)

Teaching with Primary Sources: Document

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the distribution of the document. You can make copies of the document for each student or for groups by either downloading the image from the website, or you can use the [Printable Image Document Guide](#) to make copies of the document.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, citation information, etc.
4. If the document is difficult to read in its original format, you can also supply students with the transcript, which is available on each source page below the description.
5. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you see. What do you notice first? Is there text you can read - what does it say? Do you see anything on the page besides words, like images or decorations? In your own words, summarize what the document says. What other details can you see?

Encourage students to also draw what they read if they are struggling to put into words what they observe from the document.

Evaluate

Objective: Encourage students to generate connections between what they read and what they know.

Verbal Cues: Where do you think this came from? Who created this? Why do you think someone wrote this? Who did they write this document for (who was the audience)? What are two things from the document that you think are important?

Historical Context: List two things the document tells you about life in the U.S. at the time it was created? What major events were happening in the world when this document was created? If someone created this document today, what would be different? If you read this document when it was originally made, what would you have wondered?

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What questions does this document raise in your mind? About the author? What was happening when this document was created? How it was made? What other documents or evidence could you use to help you understand this?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Point of View: Students will look for clues to the point of view of the person or people who created this text. Have the class discuss what someone with an opposing or differing point of view might say about the issues or events described in it. How would the information be presented differently? Write their answers on the white board so they can see the many different points of view that can affect the interpretation of primary sources.

Word Wall: As students analyze a document, have each write down or draw words they read or hear within the text. Post these words or images on a wall in your classroom for students to reference throughout the unit.

Quilting Connection: As students are exposed to documents in a source set, have each create a paper quilt block with texts and drawings about the document they are paired with. Combine the blocks at the end of the unit into one paper quilt to hang in the classroom.

Educator's Guide (6-8)

Teaching with Primary Sources: Photograph

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the distribution of the photo/print. You can make copies of the document for each student or for groups by either downloading the image from the website or using the [Printable Image Document Guide](#) to make copies of the document.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, a description and citation information.
4. If the image has words on it that are difficult to read in its original format, you can also supply students with the transcript, which is available on the source page below the description.
5. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you see. What do you notice first? What people and objects are shown? How are they arranged? What is going on in the setting? Where is the photo taken? Are there any words? What other details can you see?

If students are struggling to describe the photo, have them create a chart where they can separately list the people, objects and activities they see.

Evaluate

Objective: Encourage students to generate connections between what they see and what they know.

Verbal Cues: Who created this photo? Why do you think someone created this? Identify two things about this image that are important. What tools and materials were used to take this photo? Who do you think wanted to see this image (audience)? Why do you think this photo was taken?

Historical Context: What can you learn by looking at this photograph? List two things the image tells you about life in the U.S. at the time it was created? What major events were happening in the world during the time this image was taken? If someone took this photo today, what would be different? The same? If you saw this photo when it was originally taken, what would you have wondered?

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What do you still wonder about this photograph? About the person who created it? What was happening when this photo was taken? How it was made? Are there still details from this photograph that confuse you? What did you find out about this photo that you might not learn anywhere else?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Photograph Prediction: Select an image for the students to use from the source sets. Have students predict what will happen one minute after the scene shown in the image. One hour after? The students then will need to give their reasoning behind their predictions.

Bookmark: Selecting multiple photos from a source set, give students one of the images to create a bookmark about that they will share with their classmates. Each bookmark should have five facts related to each image and should be decorated in a way to help their classmates learn about the photo. They can share these with the class, and copies could be made to share with students to use in their own books.

Educator's Guide (6-8)

Teaching with Primary Sources: Audio

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the playing of this audio recording. You can play it directly from a computer, but you might need to use separate speakers to project the audio if it is difficult to hear. If students have their own laptops, you can share the audio link with them to play on their individual computers.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, citation information, etc.
4. Each audio recording has a transcript available on the individual source page. It is recommended that you provide students with this transcript to read. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you hear. What do you hear first? Are the voices singing, talking? Are they speaking to someone? Is it a conversation or an interview? Are there background noises? What other details can you hear? Is there anything you hear that sounds unusual?

If students are struggling to describe the audio, have them draw images of words they hear in the recording to help them piece together the information.

Evaluate

Objective: Encourage students to generate connections between what they hear and what they know.

Verbal Cues: Why do you think someone recorded this? Who do you think recorded it? What do you think about the person on the recording? Why are they being recorded - why was this important? Who do you think would like to listen to this? What do you think they used to record it? Do you like what you hear? If it is music, could you dance to it?

Historical Context: Do you know what was going on in history when this recording was made? What can you learn about life in America at the time this recording was made? Does this affect your understanding of the recording? If someone recorded this today, what would be different? What would be the same? If you listened to this audio when it was originally taken, what would you have wondered?

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What did you find out from this recording that you might not learn anywhere else? What do you still wonder about this audio recording? About the person who created it? About the person speaking on the audio? About what was happening when this audio was recorded? About how it was made? Are there still details from this audio that confuse you?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Persuasive Poll: After students listen to a recording, have them speculate about the purpose of the recording and what its creators expected the recording to accomplish. Hand each student a piece of paper to write either "yes" or "no" if they think the audio is persuasive. Tally the votes and share the results with the class to see if they think the recording achieved its creators' goals.

Question Game: As students listen to an audio recording, each should have a notecard they can write one question on about the message in the recording. Put all notecards in a hat or container and each student pulls out a question at random and attempts to answer it, or they use the class to help them answer it.

Educator's Guide (6-8)

Teaching with Primary Sources: Video

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the playing of the video. You can play it directly from a computer and project it on a screen, but you might need to use separate speakers to project the audio if it is difficult to hear. If students have their own laptops, you can share the video link with them to play on their individual computers.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, citation information, etc.
4. Some video recordings have transcripts available under their description on the individual source page, which can be distributed to students. The sources without a transcript have closed captioning where you can turn on the subtitles. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you see and hear. What do you see first? Are there any words on the screen - what do they say? What people, objects, places do you see? Is there music - what does it sound like? How would you describe the mood of the video - angry, happy, sad, etc.? Is it live action or an animation? What other details do you notice?

If students are struggling to describe the video, have them create a chart where they can list the people, places and activities they see in the video.

Evaluate

Objective: Encourage students to generate connections between what they see and what they know.

Verbal Cues: When is this video from? Who made it? Who do you think would want to watch it (audience)? What tools do you think they used to make this video? Where do you think they filmed this video? Do you like this video - why or why not? Is there anything strange or unusual you observe in the video? What can you learn by watching this video?

Historical Context: List two things you can take away about life during this point in history from the video. What was happening in history at the time it was created? If someone made this today, what would be different? The same? Have you seen videos like this today?

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What do you still wonder or not understand about this video? About the person who created it? About the people in the video? What was happening when this video was made? How it was made? Are there still details from this video that confuse you? What did you find out from this video that you might not learn anywhere else?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Video Goals: Pick a video source and have students speculate about the purpose of the motion picture and what its creators expected it to accomplish. They need to answer the following question: Do you think the motion picture achieved its goals? Have them explain why or why not.

Group Skit: Students love to re-enact history, so get them involved. Pick a video for the students to watch and attempt to recreate. Have certain roles for the students, such as actors, directors, prop people, etc., and give them the chance to recreate the video, but allow them to put their own spin on it. Have students separate into groups, and they can recreate their short skit for their classmates.

Educator's Guide (6-8)

Teaching with Primary Sources: Political Cartoon

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the distribution of the political cartoon/illustration. You can show it directly from a computer and project it on a screen. You also can make copies of the document for each student or for groups by either downloading the image from the website or using the [Printable Image Document Guide](#) to make copies of the document.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, a description, etc.
4. Political cartoons in the primary source sets have transcripts available below the description on the individual source page. You can distribute this transcript to students if you think they may have difficulty reading the words on the illustration. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you see. What do you see first? What, if any, words do you see? How does it look different than a photograph? What colors do you see? What is the mood of the cartoon - are the people angry, scared, sad, happy, tired, etc.? What do you see that might be a symbol? What other details can you see?

If students are struggling to describe the cartoon, have them create a chart where they can list the people, places and activities they see in the cartoon.

Evaluate

Objective: Encourage students to generate connections between what they see and what they know.

Verbal Cues: What's happening in this cartoon? What words or phrases did you read and what do you think they mean? What objects, people do you see and what do they stand for? Who drew this cartoon? When was it made? Who do you think this cartoon was made for? How do you feel about this cartoon? Do you like it?

Historical Context: List two things this cartoon tells you about America at the time this cartoon was published. What major events were going on in the world when this cartoon was created? If someone made this today, what would be different? The same? If you saw this cartoon when it was originally made, what would you have wondered?

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What did you learn from this cartoon that you might not have learned anywhere else? What do you still wonder or not understand about this cartoon? About the person who created it? About what was happening when this cartoon was made? About how it was made? Are there still details from this cartoon that confuse you?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Cartoon Comparison: Compare two political cartoons that are about a similar issue. Help students identify the different methods - like symbols, allusions or exaggeration - that the two cartoons use to persuade their audience.

2-Corner Debate: Analyze a political cartoon from a source set and have two designated corners in the classroom for 1) students that are persuaded by the artist, 2) students that are not persuaded by the artist. Do three rounds of this, where students separate into the two corners, but between each turn have two to three students try to give an argument about why they are or are not persuaded by the cartoon.

Educator's Guide (6-8)

Teaching with Primary Sources: Map

Before Class Preparations

1. Select the source set and specific source you want the students to analyze from the primary source set website. Print off analysis worksheets.
2. Prepare the distribution of the map. You can show it directly from a computer and project it on a screen. You also can make copies of the document for each student or for groups by either downloading the image from the website or using the [Printable Image Document Guide](#) to make copies of the document to distribute.
3. It might benefit the students to have the online source page displayed on a screen. If you can connect a projector to a computer, students can see the text-dependent questions, a description, etc.
4. Have the specific source set teaching guide and this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues: Describe what you see. What do you see first? Find something small but interesting. What colors do you see - do they mean something? Is the map of a state, country - what is it a map of? Does the map look unfamiliar, why? What words do you see? Describe anything that does not look like it belongs on the map.

Evaluate

Objective: Encourage students to generate connections between what they see and what they know.

Verbal Cues: Why do you think this map was made? Who do you think made it? How do you think this map was made? What does this map tell you about who the map was made for? What do you think of the map - do you understand how it works, could you follow it? What can you learn by looking at this map?

Historical Context: What was happening in history at the time this map was made? If someone made this map today, what would be different? The same? If you saw this map when it was originally made, what would you have wondered? List something you might have learned about America at this time period just by looking at this map.

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues: What did you find out from this map that you might not learn anywhere else? What do you still wonder or not understand about this map? About the person who created it? About what was happening when this map was made? About how it was made? Are there still details from this map that confuse you?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Intermediate)

Map Mix-and-Match: Pick two or three maps of a city or state at different time periods. Print out copies for four to five groups of students. Ask students to arrange the maps in chronological order, from oldest to newest. Once they come to a decision of the order, have them explain their reasoning for the decision and what clues they used to try to solve the problem.

Make Your Own Map: After introducing students to a map from a source set, have them recreate their own colorful map with four to five facts they learned through analyzing the primary source. You can introduce different maps to the students, so they can educate each other. You can hang these maps up in the classroom to remind students why maps are important to the history of the state and country.

Educator's Guide (6-12+)

Teaching with Primary Sources: Objects

Before Class Preparations

1. Select the object you want the students to analyze. Print off analysis worksheets.
2. Prepare for how you want the students to observe the object. This set-up may depend on what object you are using for the analysis, as well as where the object is from. If the object is not from a museum or you have permission for students to touch the object, you can set-up stations for students to handle the object directly, feels its texture, etc.
3. If the object is from a museum and/or students will only be observing the object, your set-up may change.
4. Have this educator guide page in-hand to assist you in directing the analysis.

Observe

Objective: Get students to identify and note details.

Verbal Cues:

Describe what you see.
What do you notice first?
What is its size, shape, smell, color?
What material(s) is it made from?
How is it decorated?

Encourage students to draw what they see if they struggle to put observations into words.

Think

Objective: Encourage students to general connections between what they see and what they know.

Verbal Cues:

Where do you think this object came from?
Who do you think created this?
What was the object used for?
What is its function, does it have more than one?
Has it been used?

Wonder

Objective: Assist students in constructing their own history.

Verbal Cues:

Is this object complete?
Does it have missing parts?
What can you tell about the maker's skill?
Is it hand or machine made?
How was it made?
Are there any markings or writing on it?
Has it been altered, adapted or mended?
Is it worn?

Encourage students to insert themselves into history with this step.

Question

Objective: Invite students to ask questions that lead to more observations.

Verbal Cues:

What do you still question about this object?
Who is the maker?
What was happening when the object was created?
How was it made?
Are there details about the object that confuse you?

We want students to be able to answer this final question: What do you want to know, and how can you find out?

Alternative Activities (Advanced)

Place the Object in History: Have students determine the time period of the object and research the object's place in history. Consider the social, cultural and political impact of the object. Reflect on how the research expanded the students' knowledge of the time period.

Culturally Compare: Have students compare this object to similar items from other cultures and time periods. Consider the meanings of the comparable objects and how each impacts history as well as changed over time.

Student's Guide (6-8)

Analyze a Document

Observe

Describe what you see. What do you notice first?

Are there words you can read? What does the document say?

Describe anything about the text that looks strange or unfamiliar.

Evaluate

Who created this text, and who do you think they created it for?

What was important about the information in the text? Why do you think it was written?

What was going on in history when this text was printed?

What can you learn from examining the text?

If someone created a text like this today, what would be different? What would be the same?

Question

What do you wonder about when you read this text?

Student's Guide (6-8)

Analyze a Photograph/Print

Observe

Describe what you see in the image.

What people and objects are shown? How are they arranged?

What do you notice that you didn't expect in the image?

Evaluate

What is happening in the image?

Why do you think someone took this photo or created this print?

Who do you think the artist captured the image for? Who is the audience?

What can you learn from examining the image?

If someone made this today, what would be different? What would be the same?

Question

What do you wonder about when you see this image?

Student's Guide (6-8)

Analyze an Audio Recording

Observe

Describe what you hear.

If you hear voices, can you understand what is being said or sung? Is it an interview, speech, conversation or something else?

What other details can you hear? Are there background noises, was the audio recorded outside?

Evaluate

Why do you think someone made this recording?

Who would be interested in hearing this audio recording?

What was happening in history at the time this was recorded?

Do you like what you hear? Why or why not?

What can you learn from listening to this recording?

Question

What do you wonder about when you listen to this audio recording?

Student's Guide (6-8)

Analyze a Video

Observe

Describe what you see and hear. What do you notice first?

What kind of video is it? Does it have real people or cartoons? Are there words on the screen?

Does anything about it seem strange or unusual?

Evaluate

Why do you think someone made this video?

Who are the people in the video, and who do you think it was made for?

What feelings or ideas did you have when watching the video?

What do you think the creators of this video were trying to communicate with you, the viewer?

If someone created this video today, do you think it would be different? Why or why not?

Question

What do you wonder about when you watch this video?

Student's Guide (6-8)

Analyze a Political Cartoon

Observe

Describe what you see. What people and objects are shown?

Do you see any words? What do they say?

What do you see that looks different than it would in a photograph?

Evaluate

What is happening in this cartoon?

What was happening in history when this cartoon was made?

Who do you think the cartoon was made for? Who is the audience?

What issue do you think this cartoon is about? What do you think the cartoonist's opinion is about it?

What methods does the cartoonist use to persuade the audience?

Question

What do you wonder about when you see this political cartoon?

Student's Guide (6-8)

Analyze a Map

Observe

Describe what you see. What size and shape is the map?

What on the map looks strange or unfamiliar? Does anything not belong?

What place or places does the map show? Is the map measuring anything, like population?

Evaluate

Why do you think this map was made, and who was it made for?

How do you think this map was made?

What does this map tell you about what people who made it knew and what they didn't?

How do you think this map compares to current maps of this place?

What did you learn from examining this map?

Question

What do you wonder about when you look at this map?

Student's Guide (6-12+)

Analyze an Object

About the Object

Type of Object:

Year it was created:

Observe

Describe what you see. What do you notice first?

What is its size, shape, smell, color?

What material(s) is it made from?

Evaluate & Reflect

What was happening at the time in history this object was made?

Why was this object created? List evidence from the object or your knowledge about the object maker that led you to your conclusion?

What does this object tell you about what the people who made it knew and what they didn't?

If this object was made today, what would be different? What would be the same?

Question

What did you find out from this object that you might not learn anywhere else?

What other objects or historical evidence are you going to use to help you understand this object?

What do you still wonder about the object and its purpose?

