

# Kindergarten-5th 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

## Kindergarten - 5th 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 (K-5)

# 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, a description and citation information.
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 beside words? What other details can you tell me?

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

### Think

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

**Verbal Cues:** Where do you think this came from? Who created this? Why do you think someone wrote this? What do you think is happening when this was made? What tools and materials were used to make it? Why do think this document was so important?

### Wonder

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by reading this document? 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?

*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 wonder about this document? About the author? About what was happening when this document was created? About how it was made? Are there still details from this document 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 (Beginner)

**Passage Rewrite:** Choose a section of the text and share it with students. Talk through what the author was attempting to communicate. Have them rewrite the passage in their own words.

**Word/Image 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.

**Bookmark:** As students analyze a document/text, they need to pick out a couple of important facts to include in a bookmark. Provide each student with a small tab of paper so they can illustrate these facts on a bookmark.

# Educator's Guide (K-5)

# 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 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, 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? What is going on in the setting - where was the photo taken? Are there any words?

*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.*

## Think

**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? What do you think is happening when this was made? What tools and materials were used to make it? Who do you think wanted to see this image (audience)? Do you know what was going on in history when this photo was taken?

*Help students make sense of the photograph/print at this step.*

## Wonder

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by looking at this photograph? If someone took this photo today, what would be different? What would be the same? If you saw this photo when it was originally taken, what would you have wondered?

*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 wonder about this photograph? About the person who created it? About what was happening when this photo was taken? About how it was made? Are there still details from this photograph 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 (Beginner)

**Creative Caption:** Choose an image from the source sets. Talk through the origin and description of the photograph with students. With the photo available for all students to observe, have each of them write a caption that would accompany the image.

**What Would YOU Do?:** Pick a photo to share with students. Before showing them the photo, have students shut their eyes and describe the photo to them, and tell them to place themselves in the image. Have students draw the image in their minds and then show them the actual image so they can reflect and analyze the primary source with their drawing.

# Educator's Guide (K-5)

# 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, a description and citation information.
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.
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 hear. What do you hear first? Are the voices singing, talking? Are they speaking to someone? 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 the words they hear.*

## THINK

**Objective:** Encourage students to generate connections between what they see 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? Do you know what was going on in history when this recording was made? What do you think they used to record it? Do you like what you hear? If it is music, could you dance to it?

## WONDER

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by listening to this audio 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?

*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 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 (Beginner)

**Become a Museum Historian:** Have students listen to the audio recording as if they were a historian working in a museum. Play the recording twice to give them enough time to get important details from the audio. Have each student write a brief two- to three-sentence description of the audio recording that they would want displayed in a museum for visitors to read before listening to the recording.

**Red Light, Green Light:** Provide students with red and green construction paper, or have them color two circles, one green and one red. We want them to become active listeners, so with this exercise, the students will listen to the audio and if they agree with what the speaker is saying, they put up the green paper; if they don't, they put up the red paper. Have them listen to the audio three or four times to see if their opinion changes the more times they hear the audio.

# Educator's Guide (K-5)

# 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.
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 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.?

*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.*

## Think

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

**Verbal Cues:** When was this video recorded? What was happening at the time in history it was created? 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?

## Wonder

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by watching this video? If someone made this today, what would be different? What would be the same? Have you seen videos like this today? If you watched this video when it was originally made, what would you have wondered?

*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 wonder or not understand about this video? About the person who created it? About the people in the video? About what was happening when this video was made? About how it was made? Are there still details from this video 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 (Beginner)

**Mini Movie Picture Review:** Have your students pretend they are journalists from the time period that the video source was published. You are their editor and you need a two- to three-sentence description of the video for the newspaper. Have your students write in their own voices a brief description of the source.

**Postcard:** As students watch the selected video, provide each with a small sheet of paper they can treat as a postcard. Have them pretend they witnessed the video in person and need to describe it to a family member with the postcard. They can write a description, and can decorate the postcard with drawings, too.

# Educator's Guide (K-5)

## 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 you can use the [Printable Image Document Guide](#) to make copies.
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. 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.?

*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.*

### Think

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

**Verbal Cues:** 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? What was happening in history when this cartoon was made? Who do you think this cartoon was made for? Who would want to see this cartoon? How do you feel about this cartoon? Do you like it?

### Wonder

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by looking at this cartoon? If someone made this today, what would be different? What would be the same? If you saw this cartoon when it was originally made, what would you have wondered?

*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 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 (Beginner)

**Persuasion Poll:** After introducing the students to the cartoon source, have them think about the point the cartoonist was trying to make with their illustration. After the class has decided on what the cartoonist was trying to persuade the audience to feel and/or think, have each write on an individual piece of paper "yes" or "no." Yes, if they agree it was persuasive. No, if they were not persuaded. Tally the votes of the class.

**Storytime Speculation:** After analyzing the cartoon with students, help them answer the question, "What's next?" You can create storyboard on a board or have students create one on a sheet of paper in front of them, but they need to try to take the cartoon and draw/write the next part of the story in relation to the theme of the political cartoon.

## Educator's Guide (K-5)

# 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 you can use 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 and citation information.
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? 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.

### Think

**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 was happening at the time in history this map was made? What do you think of the map - do you understand how it works, could you follow it?

### Wonder

**Objective:** Assist students in constructing their own history.

**Verbal Cues:** What can you learn by looking at this map? If someone made this map today, what would be different? What would be the same? If you saw this map when it was originally made, what would you have wondered?

*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 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 (Beginner)

**Cartographer Discovery:** Your students are all cartographers that look for historical maps to restore. Pick a map for them to "find" hidden in a museum vault. Have them spend a few minutes looking at the map up close but don't discuss it in class. Have each student write a brief two- to three-sentence description of the map that they will show the curator before learning the history of the map.

**Tales from the Trail:** Many of the maps in the source set feature railroads across Iowa or similar images of the state. One way to put students into the map is to have them come up with a small story of their travels according to the map you are analyzing. It could be in the format of journal entries or a storyboard, but have students come up with a back story of why they are looking at this map. Then have them document four or five days related to this map as a traveler across the state or the United States.

## Educator's Guide (K-5)

# 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, feel 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?

*Encourage students to also draw what they see if they are struggling to put into words what they observe from the object.*

### Think

**Objective:** Encourage students to generate 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?  
Does it have any value?

### 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 wonder about this object?  
About the maker?  
About what was happening when this object was created?  
About how it was made?  
Are there still details about this 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 (Beginner)

**Detective Notebook:** Set-up multiple objects for students to observe in small groups around the classroom. Each group is their own detective agency and they need to collect notes at each station to figure out how all the objects are related.

**Artifact Version of 21 Questions:** Have students get into groups of two. Each group gets an object to work with. The objects are each hidden in a box so neither student can see. One student will be observing the object, while the other student asks a set number of questions to try to discover what the mystery artifact is.

# Analyze a Document



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze a Photograph



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze an Audio Recording



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze a Video



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze a Cartoon/Illustration



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze a Map



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?





# Analyze an Object



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



What is it?

