**Teaching with Primary Sources–Common Core Activity**

**Objectives**

Students will be able to analyze primary sources for specific details.

Students will be able to locate photos to illustrate a primary source document.

**Common Core Standards**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Directions**

1. Go to http://www.scoop.it/t/teaching-and-learning-with-primary-sources

Search for at least 3 primary source photos or graphic images to illustrate the following primary source document:

*Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.*

2. Insert the photos/graphic images into the document in the appropriate place. Be sure to credit the source of the photos/graphic images.

3. Write a brief paragraph explaining why you think the photos/graphic images you chose best illustrate this document.

**Teaching with Primary Sources–Common Core Activity**

**Objectives**

Students will be able to compare and contrast primary and secondary sources.

Students will be able to locate primary sources on a given topic.

**Common Core Standards**

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Directions**

1. Go to http://www.scoop.it/t/teaching-and-learning-with-primary-sources

Locate several primary source documents on a topic:

Examples: Entry of the United States into World War I, Women’s Suffrage in the

United States, Treatment of Native Americans.

2. Compare your document to what is said about the topic in your social studies textbook. Answer the following questions:

Is the incident described in the primary source document mentioned in your social studies text? If so, what are some differences between the primary source and the text of your social studies book? What could account for the differences in the treatment of the topic between primary and secondary sources?

**Extension**: Look at older social studies textbooks and note any changes in how the topic is addressed.

**Teaching with Primary Sources–Common Core Activity**

**Objectives**

Students will be able to locate primary sources on a topic.

Students will be able to use primary sources to support a position on a topic.

**Common Core Standards**

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a

coherent understanding of an idea or event, noting discrepancies among sources.

**Directions**

1. Go to http://www.scoop.it/t/teaching-and-learning-with-primary-sources

Locate several primary sources on a controversial topic:

Examples: Women’s Suffrage in the United States, Civil Rights Act of 1964

2. Determine the prevailing positions of the time period regarding your chosen topic

and use primary sources to support each position.

3. Answer the following questions:

How do supporters on each side of the issue use the same primary source to support their position? Why do you think the issue was decided the way it was?

**Library of Congress Activity – Comparing and Contrasting**

Shore, R.

**Objectives**

Students will be able to compare and contrast primary sources.

Students will be able to analyze primary sources for specific details.

**Common Core State Standards**

**3.C.5a** Communicate information and ideas in narrative, informative and persuasive

writing with clarity and effectiveness in a variety of written forms using appropriate

traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the

audience, purpose and situation.

**5.B.4a** Choose and evaluate primary and secondary sources (print and nonprint) for a

variety of purposes.

**5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or

publication for a particular audience.

**Directions**

1. View the two pictures included below and take notes about their characteristics. How are the two pictures different? How are they similar? Who do you see in the photos? What are they wearing? What do you think they are doing? When and where do you think these photos took place? Why? Analyze the small details in each photograph that make them different from one another.

2. After thinking about the photos individually, pair up with another student to discuss your ideas. How were your ideas the same as or different than your partner’s? Can you observe any additional details that play roles in these pictures?

3. Using your laptop, visit the website called creately.com. Using this online tool, you will

form your own Venn diagram, which includes the similarities and differences between

the two photos.

4. Writing in complete sentences for each point, include specific details about what you see in the pictures. You should have at least 5 similarities (comparing) and 5 differences

(contrasting). Be creative as you create the Venn diagram!

5. Once you are finished creating your online Venn diagram, save it to your computer and email it to me.

 Picture 1 Picture 2



|  |  |  |  |
| --- | --- | --- | --- |
|  **Category** |  **3** |  **2** |  **1** |
| **Accuracy** | The details written are completely accurate according to the photos | Some of the details written are accurate according to the photos. | Little to no details written are accurate according to the photos. |
| **Detail** | You wrote at least 5 details in eachcategory (Picture 1,Picture 2, both). | You wrote 3-4 details in each category. | You wrote 0-2 details in each category. |
| **Correct Placement** | Each statement/detailis placed in the correct category in the Venn Diagram (comparing or contrasting). | Some statements are placed in the correct categories, but a few are incorrect. | Little to no statements are placed in the correct categories. |
| **Creativity** | You used manydifferent tools fromthe website creately.com to make an intriguing online Venn Diagram. | You used some tools from the website creately.com to make an adequate online Venn diagram. | You used little to notools from the website creately.com to make a plain online Venn diagram. |

**Rubric**

**Category 3 2 1**

Accuracy \_\_\_\_ x 2 = \_\_\_\_ / 6

Detail \_\_\_\_ x 1 = \_\_\_\_ / 3

Correct Placement \_\_\_\_ x 2 = \_\_\_\_ / 6

Creativity \_\_\_\_ x 1 = \_\_\_\_ / 3

**Total: \_\_\_\_ / 18**

**References**

Actors’ strike, New York, New York. (1919) [Photograph]. George Grantham Bain Collection (LC-B2-4997-10). Library of Congress, Prints and Photographs Division, Washington, D.C. Retrieved from <http://www.loc.gov/pictures/resource/ppmsc.00151/> New York, New York. (1938) [Photograph].

Farm Security Administration/Office of War Information (LC-USF34-015751-E). Library of Congress, Prints and Photographs Division, Washington, D.C. Retrieved from <http://www.loc.gov/pictures/resource/fsa.8b31522/>