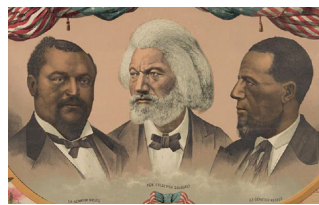
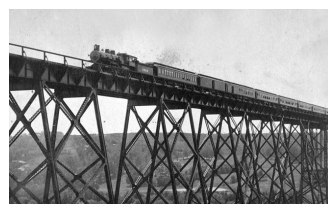
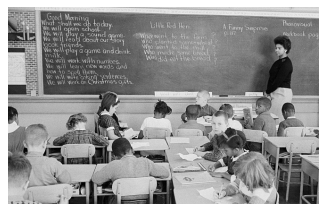
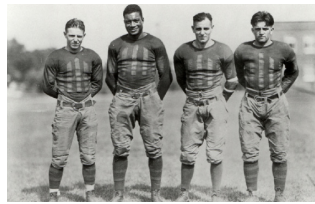


9th-12th+ Grade Specific Toolkit



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

9th-12th Grade+

(Source set activities can also be used for adult learners.)

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 (9-12+)

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 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, 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 about the document? What does the text say? Do you see anything on the page beside words, like images or decorations? In your own words, summarize what the document says. Is there anything in the text that is strange or unfamiliar to you? What other details can you see?

Make sure students fill out the basic source information in the "About the Text" box. This will offer them basic introductory information about their source, i.e. the author, publication date, kind of document, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: What was the purpose of this text? What audience was this document targeting? Why did the author write this? Can you tell from the text what was important in the U.S. at the time the document was created?

Historical Context: What major events were happening in the world when this document was created? If someone created this document today, what would be different? The same? Do you know about other people, places and events from the same time as the document - does this help you better understand the document?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

Question

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

Verbal Cues: What did you learn from this document that you might not learn anywhere else? 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 historical 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 (Advanced)

Whiteboard Comparisons: Have students examine a section of this text. Tell them to think about what they already know about this period in history, and have them each write one thing on a whiteboard in front of the class about the time period. Have them discuss how the text supports or contradicts their current understanding of this period. Can they see any clues to the document creator's point of view?

Letter Writing: After analyzing a document, have students pretend they have to write home to a family member about the topic, the person or the event that is discussed in the primary source. Have them write from a first-person perspective to their family member or friend as they describe the primary source in whatever way they see best.

Educator's Guide (9-12+)

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, citation information, etc.
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 about the photograph? What people and objects are shown? How are they arranged? What is going on in the physical setting? Are there any words in the image? Write one sentence summarizing this photo. Identify two elements of the photo that you think are important. What other details can you see?

Make sure students fill out the basic source information in the "About the Photograph" box. This will offer them basic introductory information about their source, i.e. the author, publication date, kind of photograph, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: Why do you think this image was made? What's happening in this image? Who do you think was the target audience for this image? What can you learn from examining this image?

Historical Context: 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 when this image was created? If someone took this photo today, what would be different? The same? Do you know about other people, places and events from the same time as the photo - does this help you better understand the image?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

Question

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

Verbal Cues: What did you learn from this image that you might not learn anywhere else? What questions does this photograph raise in your mind? About the author? What was happening when this document was created? How it was made? What other historical evidence could you use to help you understand this photograph?

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)

Expand History: Give students a set of images from one source set to analyze. Have them look at the passage(s) in their history textbook about the topic of the source set and discuss with them the analysis worksheet for photographs. After they have a good grasp of the photos, have students expand or alter the historical passage(s) from their textbook to include information they learned through the photographs.

Storyboard: It is important to remind students that primary sources are just one peek into history. Have students separate into groups and give each a photo from a source set to analyze. Each group must sketch a storyboard of eight to 10 drawings/images to expand on the history that the photo symbolizes.

Educator's Guide (9-12+)

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 notice first from this audio recording? How would you characterize the audio, is it a conversation, an interview, a song recording? In your own words, summarize the audio recording. Is there anything you hear that sounds unusual? What other details can you see?

Make sure students fill out the basic source information in the "About the Audio" box. This will offer them basic introductory information about their source, i.e. the author, recording date, kind of audio, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: What was the purpose of this recording? What audience was this audio targeting? What do you think about the person on the recording? Why are they being recorded - why was this important? What do you think they used to record 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 created? If someone recorded this today, what would be different? What would be the same? Do you know about other people, places and events from the same time as the document - does this help you better understand the document?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

Question

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

Verbal Cues: What did you learn from this audio that you might not learn anywhere else? What questions does this audio raise in your mind? About the person being recorded? What was happening when this document was created? How it was made? What other historical 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 (Advanced)

What Do You Know About History: Put students into groups. Have each group come up with a list of five things that they already know about the time period in which the audio source was created. The students need to then listen to the audio recording and come up with how the audio supports or contradicts their current understanding of the period.

Campaign Audio Ad: After analyzing an audio recording, have students pick a related issue for an audio advertisement or public service announcement. Have students write a script to either record or just read during class.

Educator's Guide (9-12+)

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 notice first about the video? Are there any words on the screen - what do they say? In your own words, summarize what the video is about. Is there anything in the video that is strange or unfamiliar to you? What other details can you see?

Make sure students fill out the basic source information in the "About the Video" box. This will offer them basic introductory information about their source, i.e. the author, broadcast date, kind of video, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: What was the purpose of this video? What audience was this video targeting? What feelings or ideas do you think its creators wanted to communicate? What can you learn from watching this video? Do you like this video - why or why not?

Historical Context: What major events were happening in the world when this video was created? If someone created this video today, what would be different? The same? Do you know about other people, places and events from the same time as the video - does this help you better understand the video?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

Question

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

Verbal Cues: What did you learn from this video that you might not learn anywhere else? What questions does this video raise in your mind? About the author? What was happening when this document was created? How it was made? What other historical 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 (Advanced)

What Do You Know About History: Put students into groups. Have each group come up with a list of five things they already know about the time period in which the video was created. The students need to then watch the video and justify how the video supports or contradicts their current understanding of the period.

10-Question Journalist: After watching a video clip, have each student write 10 questions they would ask the focus person in the video if they were interviewing that person. You can role-play this interview in class or just hand in these questions for other students to look at and assess.

Educator's Guide (9-12+)

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, citation information, 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 notice first about the cartoon? What, if any, words do you see? How does it look different than a photograph? What is the mood/tone of the cartoon? What do you see that might be a symbol? What do you see that might refer to another work of art or literature? What other details can you see?

Make sure students fill out the basic source information in the "About the Cartoon" box. This will offer them basic introductory information about their source, i.e. the author, publication date, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: What's happening in this cartoon? What event or issue inspired this cartoon? Who do you think was the intended audience for this cartoon? What is the cartoonist's point of view about the topic? Is this cartoon persuasive? Explain why or why not. What techniques would make it more persuasive?

Historical Context: What major events were happening in the world when this cartoon was created? If someone created this cartoon today, what would be different? The same? Do you know about other people, places and events from the same time as the document - does this help you better understand the document?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

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 learn anywhere else? What questions does this cartoon raise in your mind? About the author? What was happening when this cartoon was created? How it was made? What other historical 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 (Advanced)

Become the Cartoonist: Select a political cartoon for students to analyze. Provide a copy for each student or project the cartoon so all can see it. Have your students think about the point of view of the cartoonist. Then have students select a different viewpoint. The students will each create a new cartoon with their newly selected point of view.

What Is YOUR Perspective?: To show students that political cartoons are influenced by points of view, give two students one subject and have each create a political cartoon to persuade the class in their favor. Have the students present the cartoons simultaneously to compare their techniques of persuasion.

Educator's Guide (9-12+)

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 map 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 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 notice first about the map? What size and shape is the map? What graphical elements do you see? In your own words, summarize what the map shows. If there are symbols or colors, what do they stand for? What on the map looks unfamiliar or strange? Does anything on the map look like it might not belong, and why?

Make sure students fill out the basic source information in the "About the Map" box. This will offer them basic introductory information about their source, i.e. the author, publication date, kind of map, etc.

Evaluate & Reflect

Objective: Encourage students to generate and test hypotheses about the source.

Verbal Cues: Why do you think this map was made? Who was the target audience for this map? How do you think this map was made? What can you learn by looking at this map?

Historical Context: What major events were happening in the world when this map was created? If someone created this map today, what would be different? The same? What does this map tell you about what the people who made it knew and what they didn't? How does it compare to a current map of the same place?

Encourage students to go back and forth between the observe, evaluate and question prompts; there is no correct order.

Question

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

Verbal Cues: What did you learn from this map that you might not learn anywhere else? What questions does this map raise in your mind? About the author? What was happening when this document was created? How it was made? What other historical 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 (Advanced)

Map Compare and Contrast: Search for maps of a city or state from different time periods. Present four or five copies of each map for groups of students to analyze. Have each student then compile a list of changes over time and other differences and similarities between the maps. Bring the class back together to compare and contrast their observations.

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, 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?
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 (9-12+)

Analyze a Document

About the Text

Title:

Publication Date:

Creator(s):

Type of Document:

Observe

In your own words, summarize what the document says.

Identify at least three things about this document you think are important.

Describe anything about this text that looks strange and unfamiliar.

Evaluate & Reflect

What was the purpose of this text? For what audience was the document made?

List two things the document tells you about life at the time it was created.

What major events were happening in the world during the time this document was created?

Do you know about other people, places and events from the same time as this document? If so, how does your knowledge help you better understand the document?

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

Question

What questions does this document raise in your mind?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Photograph/Print

About the Photograph

Title:

Publication Date:

Type (check all that apply):

- Portrait Landscape Aerial/Satellites
- Action Event Architectural
- Family Posed Panoramic
- Candid Documentary
- Selfie Other

Observe

Write one sentence summarizing this image.

What did you notice first? Describe what you see.

Identify at least two things about this image you think are important.

Evaluate & Reflect

What's happening in this image? Why do you think it was made?

Who do you think was the audience for this image?

List two things the image tells you about life in the United States at the time it was created.

What major events were happening in the world during the time this image was created?

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

Question

What questions does this photograph/print raise in your mind?

What other documents, photos or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze an Audio Recording

About the Audio

Title:

Publication Date:

Type (check all that apply):

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> Radio | <input type="checkbox"/> Policy Speech | <input type="checkbox"/> Musical Performance |
| <input type="checkbox"/> Podcast | <input type="checkbox"/> Convention | <input type="checkbox"/> Campaign Speech |
| <input type="checkbox"/> Testimony | <input type="checkbox"/> News Report | <input type="checkbox"/> Court Arguments |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Entertainment | <input type="checkbox"/> Speech to or
in Congress |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Press Conference | |
| <input type="checkbox"/> Other | | |

Observe

Describe what you hear.

What do you notice first? Are there background noises?

Write one sentence summarizing this recording.

Evaluate & Reflect

What is the purpose of this recording?

Who would be interested in hearing this? Who do you think is the intended audience?

How do you think the creator/speaker on the audio wanted the audience to respond? List evidence from the recording.

What was happening in the world at the time this audio was recorded?

What can you learn from listening to this recording?

Question

What questions does this audio raise in your mind?

What other documents, audio or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Video

About the Video

Title:

Broadcast Date:

Type (check all that apply):

- Animation Propaganda Promotional
 Training Film Combat film Newsreel
 News Report Informational Commercial
 Entertainment Documentary Other

Observe

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

Does anything seem strange or unusual?

What was the mood or tone of the video?

Evaluate & Reflect

What was the purpose of this video? Who do you think created it?

Who do you think was the intended audience?

What feelings or ideas do you think its creators wanted to communicate?

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

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

Question

What questions does this video raise in your mind?

What other documents or historical evidence are you going to use to help understand this event or topic?

Student's Guide (9-12+)

Analyze a Political Cartoon

About the Cartoon

Title:

Publication Date:

Observe

Describe what you see. List the people, objects, places and dialogue.

Evaluate & Reflect

What's happening in this cartoon? Who do you think was the audience for this cartoon?

What is the event or issue that inspired the cartoon? What do you think was the cartoonist's point of view?

Identify the specific techniques used in the cartoon (e.g., symbolism, analogy, exaggeration, labeling and irony). What is the artist trying to show the reader by using these techniques?

Is this cartoon persuasive? Explain why or why not.

What other techniques could the artist have used to make this cartoon more persuasive?

Question

What questions does this cartoon raise in your mind?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Map

About the Map

Title:

Year it was published:

Type (check all that apply):

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographical | <input type="checkbox"/> Aerial/
Satellites |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Exploration | |
| <input type="checkbox"/> Planning | <input type="checkbox"/> Land Use | <input type="checkbox"/> Natural
Resources |
| <input type="checkbox"/> Military | <input type="checkbox"/> Transportation | |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | <input type="checkbox"/> Population/
Settlement |

Observe

Describe what you see. What graphical elements do you see?

What on the map looks like it does not belong?

What place or places does the map show?

Evaluate & Reflect

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

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

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

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

Question

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

What other documents or historical evidence are you going to use to help you understand this event or topic?

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

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?

