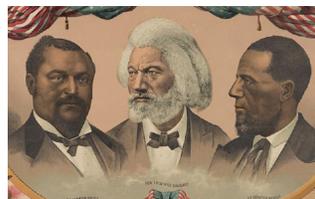


Primary Source Sets

Toolkit



Teaching with Primary Sources Toolkit

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.

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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 |

How to Use the Primary Source Sets Website

Navigating Source Set Pages

The top of the source set page includes the title of the set, the specified time period and the subject(s) attached to the set.

A compelling question guides each set. Each compelling question is meant to be open-ended, challenging and open to many interpretations. All of the sources in the set support the compelling question.

Each source set has a short essay that gives historical context to the subject and a broader overview of the source set as it relates to Iowa and U.S. history.

Supporting questions scaffold the investigation into the ideas and issues behind the compelling question. The supporting questions also serve as a table of contents for the sources within each set. Each primary source is listed by its title, publication date and source type. If you select a source, the link will take you to the specific source page.

The teaching guide is a downloadable PDF that is specific to each source set. The teaching guide has the individual source pages laid out in an easy-to-read spread.

The printable image/document guide includes enlarged versions of the sources to print and distribute.

Each source preview below the supporting questions has a link you can select to immediately download the source (e.g., document, audio recording, video or image).

Each source preview has a brief description and small image. When you select the image or the "READ MORE" link, you will be taken to the individual source page.

At the bottom of each source set page, there is a section of additional resources. These resources are related and beneficial to continue researching the source topic.

Navigating Document and Image Sources

Inspection Room, Ellis Island, New York, between 1900 and 1915

[Download image resource](#)



Courtesy of Library of Congress; Detroit Publishing Co., between 1900 and 1915

← The title includes the official name for the source and the date the source was published and/or copyrighted.

← Each source has the option to download the source to a desktop. This is an option for most sources (e.g., audio recordings, videos, images and documents).

← The source is featured under the title. The format of the source might be an embedded video or audio clip, a JPEG or a PDF.

← The information below the source is a brief citation. Typically this includes where the source came from, who published it and the date it was published.

Description

The inspection room was where new arrivals waited to be inspected and registered by Immigration Service officers. On many days, over 5,000 people would file through the space to undergo medical and legal examinations.

Text-Dependent Questions

- Why are American flags prominently placed in the inspection room?
- How is the inspection room physically structured in a way to aid in processing new immigrants?

Citation Information

"Inspection room, Ellis Island, New York, N.Y.," Detroit Publishing Company, between 1900 and 1915. [Courtesy of Library of Congress](#)

← Source description offers more detail and historical context to the asset.

← This section offers text-dependent questions to apply when analyzing the source.

↑ The citation information offers information about the source (i.e. who, when and where the source was published). Some sources have a link attached from the original location of the source, such as the Library of Congress.

Description

This source from 1903 highlights the number of immigrants coming to the United States who were illiterate in their native language in reading and writing.

[Transcript of Immigration Figures](#)

↑ The sources that include words have to be transcribed. This includes all videos that do not have closed captioning and all audio recordings. The transcript(s) of these sources are available below the description of the source.

Navigating Audio and Video Source

Emigrants [i.e. immigrants] Landing at Ellis Island, 1903

Video resource

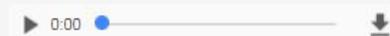


Courtesy of Library of Congress, Abadie, Alfred C., United States: Thomas A. Edison, Inc, 1903

Video sources are embedded in the website, so you do not need to download the video to watch. You should be able to select the play button (right-pointing arrow) in the center of the video to play. Most of the videos have a closed captioning option that will show subtitles for the video. If this is not an option, the video transcript is available under the description. You can enlarge the video on your screen by pressing the bottom right corner of the video's frame that shows arrows pointing in opposite, diagonal directions.

"Safeguard America!" Speech, 1920

Download audio resource



Courtesy of Library of Congress, Robinson, Corinne Roosevelt, 1920

Above is how an audio recording is displayed on an individual source page. You can play the audio directly on the website or you can download the audio. To play the audio, select the play button on the left side of the recording (right-pointing arrow). you can download the audio clip by either selecting the link labeled, " Download audio resource" or by selecting the download icon (↓) on the right side the audio clip. All audio recordings have a transcript available under the description of the source.

Classroom Activities

The following section contains analysis worksheets, activities and directions to integrate the primary source sets into the classroom. The worksheets were created to correspond to grade levels (K-5, 6-8, 9-12+) and source type. The analysis worksheets are categorized by the following source types: photograph, document, audio recording, video, cartoon/illustration and map.

Educator's Guide (K-12+)

Teaching with Primary Sources

Introduction

The following exercises focus on how to engage students in the classroom through the use of the primary sources featured in the online sets. The analysis worksheets, which are labeled with "Student's Guide," correspond to the type of source and age group. Each worksheet has a corresponding instruction document for the teacher to use, and is labeled with "Educator's Guide" in the top left. These instruction guides offer verbal cues for the educator to use to assist students in observing, evaluating and deriving questions about the source. The educator's guide also will provide additional questions to ask students to facilitate the activity. Finally, the guide will offer alternative activities that an educator could use beside analysis sheets to engage students. While the source worksheets were created to correspond with the primary source sets, any educator can easily adapt the worksheets to a specific curriculum.

Analysis Worksheets

Analysis worksheets for students were created for a specific grade group (K-5, 6-8, 9-12+) and also were developed to correspond with a specific source type (listed below). The content and complexity of the worksheets increases by grade group to encourage students' awareness of the process of analyzing historical information. All worksheets focus on three major themes to guide students as they respond to the primary source: observe, think/evaluate/reflect and question. The questions are divided by these themes, but students need to be encouraged to go back and forth between the boxes to analyze a source. Below are the six general source types available with analysis worksheets. The worksheets are not specific to each source (i.e. The State of Liberty print), but can be applied to a source type within one of the six categories. The determination of source type/selected worksheet is at the discretion of the educator.

1. Document/Text
2. Photograph/Print
3. Video
4. Audio Recording
5. Political Cartoon/Illustration
6. Map

Student's Guide
Analyze a Photograph/Print

ABOUT the PHOTOGRAPH	OBSERVE
Title:	Write one sentence summarizing this image.
Published Date:	What did you notice first? Describe what you see.
Type (Check all that apply): <input type="checkbox"/> Period <input type="checkbox"/> Landscape <input type="checkbox"/> Animal/Statues <input type="checkbox"/> Action <input type="checkbox"/> Scene <input type="checkbox"/> Architecture <input type="checkbox"/> Family <input type="checkbox"/> Food <input type="checkbox"/> Persons <input type="checkbox"/> Castle <input type="checkbox"/> Documentary <input type="checkbox"/> Other	Identify at least two things about this image you think are important.
EVALUATE and REFLECT	
What's happening in this image, and 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?	

Alternative Activities

The educator guides include several extra activities to encourage the use of primary sources among students. These activities are listed at the bottom of each educator guide for each particular source type. You can use the alternative activities as a follow-up to the analysis or however you see fit within the classroom curriculum. The activities are set at a **beginner, immediate or advanced level** depending on the age group, but adjustments can be made by the educator to alter activities at their discretion. These three levels are listed on the educator guides only.

Classroom Activities

Kindergarten - 5th Grade

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.

Analyze a Document



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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.

Analyze a Photograph



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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.

Analyze an Audio Recording



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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.

Analyze a Video



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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.

Analyze a Cartoon/Illustration



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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.

Analyze a Map



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



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 an Object



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



What is it?

Classroom Activities

6th Grade-8th Grade

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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 (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?

Classroom Activities

9th-12th Grade+

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

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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.

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?

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 (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?

Primary Source Sets FAQ

What is a primary source?

Primary sources are original documents, images, video, audio and objects that were created at the time under study. They are different from secondary sources, which are accounts or interpretations of events created by someone without firsthand experience.

What is this toolkit, and why should I use it?

The primary source set toolkit was created specifically with educators in mind to make the use of the online resources easier to teach in the classroom. It contains how-tos on website features, information on the source sets and numerous analysis worksheets and activities to utilize with students. The toolkit should be used as an introductory guide to the primary source sets for teachers. It offers you creative and easy ideas incorporating primary sources in the classroom.

Do I have to follow the toolkit in the order it was created?

No. The table of contents should be a useful resource to help you navigate your way through the toolkit and can be used at your own discretion in bits and pieces. The beginning of the toolkit is more introductory information for the educator, while the second half of the toolkit focuses on classroom activities.

Can students access the toolkit as well as teachers?

The toolkit is available for public use by anyone on the "[Educator Resources](#)" webpage on the Iowa Department of Cultural Affairs website. But the toolkit was created to be used primarily by educators, not students.

How often do you update the primary source sets?

Small style changes may be made to the source sets as we make updates to improve the user experience. Twelve source sets were uploaded in August 2017, and 28 new sets were added in August 2018. Twenty-one new sets will be uploaded in August 2019.

How can I navigate the website?

Instructions to use the website are offered on pages nine to 12 in the toolkit. This can help you maneuver through the source sets homepage, source set main page and individual source pages.

Is there a way to download transcripts of primary sources if I have a difficult time reading a document?

Yes. All documents and audio resources have a written transcript available on the individual source page. Some video and illustrations also have transcripts available to use.

Do I have to use text-dependent questions?

No. The text-dependent questions for each source were generated by teachers to assist students to think critically about the source and its relationship to its historical context. You do not need to use these questions or repeat these questions exactly as they are written. That is up to your discretion. But these questions are an easy way to initiate discussion in the classroom.

Primary Source Sets FAQ

Can I use a middle school-classified primary source for a high school or elementary level class?

Yes, you can use whatever sources you want in your class, no matter the grade level. You may need to adjust the text-dependent questions to the grade level, but you can use whichever primary sources fit best within your lesson plans.

For what kind of source types do you have analysis worksheets available?

There are six source types that have a corresponding analysis worksheet. They are: documents/text, photographs/prints, audio recordings, videos, political cartoons/illustrations and maps.

Can I change the source analysis worksheets?

Yes. The worksheets are in PDF form and can be edited directly with Adobe Acrobat. You also can use the worksheets as a guide to create your own.

Do I need to register or pay a fee to use primary sources from the source sets?

You do not need to pay to use these resources, but they are only available for educational purposes. Images, documents, etc., are not to be used for commercial reproduction.

How do I cite the primary sources in the sets?

Each source has citation information available at the bottom of each source page. The citation information also includes a link to the original website of the source, if available.

Can I download the primary resources from this website?

Most resources, except some video and audio clips, are available to download directly onto your computer. In fact, we recommend downloading resources before class if internet connections are shaky. Instructions to download sources are available on pages 11 and 12 of the toolkit.

If I find a broken link, a spelling error or something else that should be fixed within the primary source sets, who can I contact?

Email Jennifer Cooley, Education & Outreach Manager at the State Historical Museum of Iowa, at Jennifer.Cooley@iowa.gov.