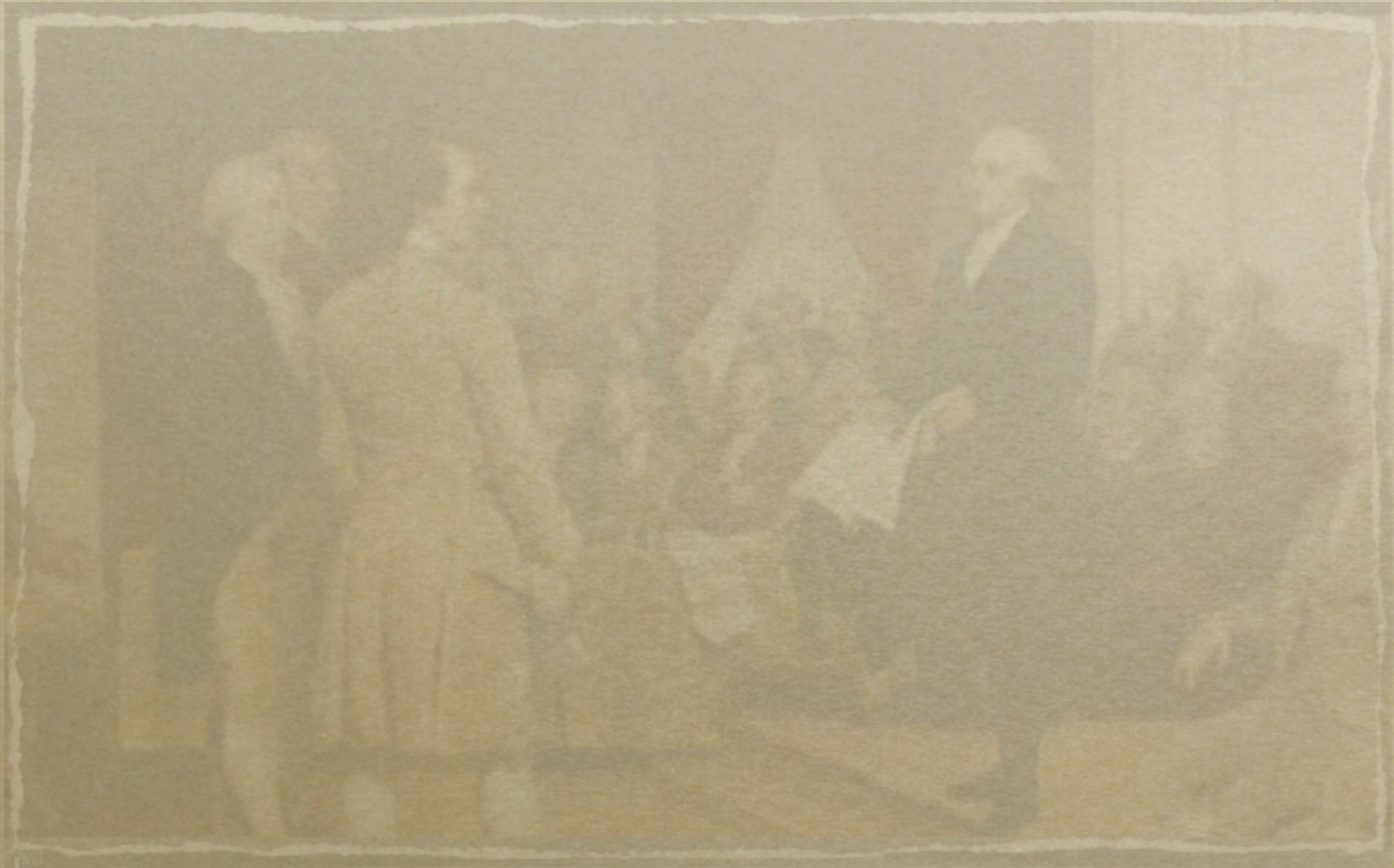


History Through The Lens

Impacting Learning Through Primary Sources

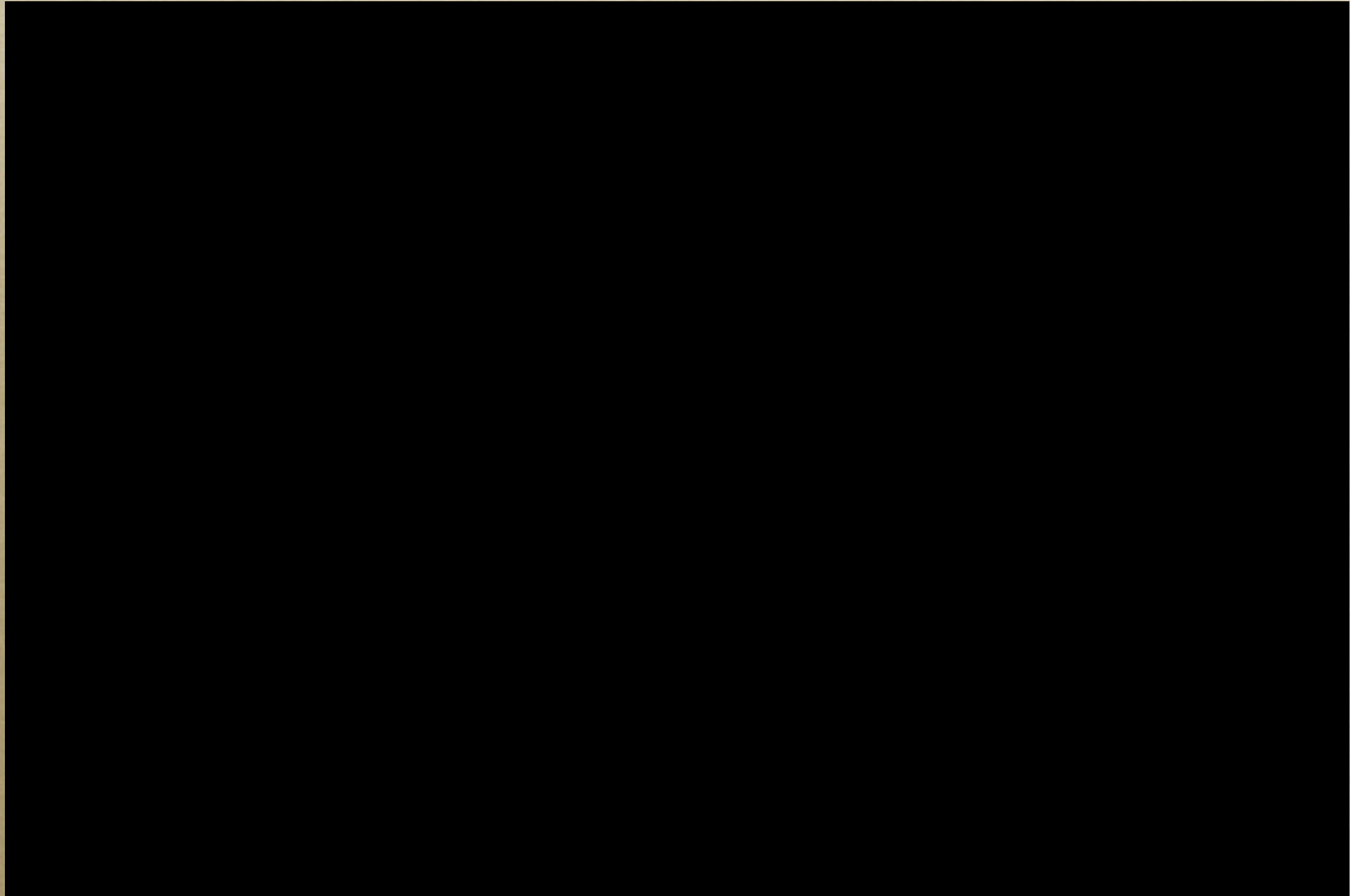


Teaching With Primary Sources



<http://historyprimarily.wikispaces.com/Agenda>

Primary Sources



Primary Sources

- Created at the Time
 - **ORIGINAL DOCUMENTS:** Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
 - **CREATIVE WORKS:** Poetry, drama, novels, music, art
 - **RELICS OR ARTIFACTS:** Pottery, furniture, clothing, buildings



Primary Sources

9/11

Your Reflections:

<http://wallwisher.com/wall/teachwprimary>



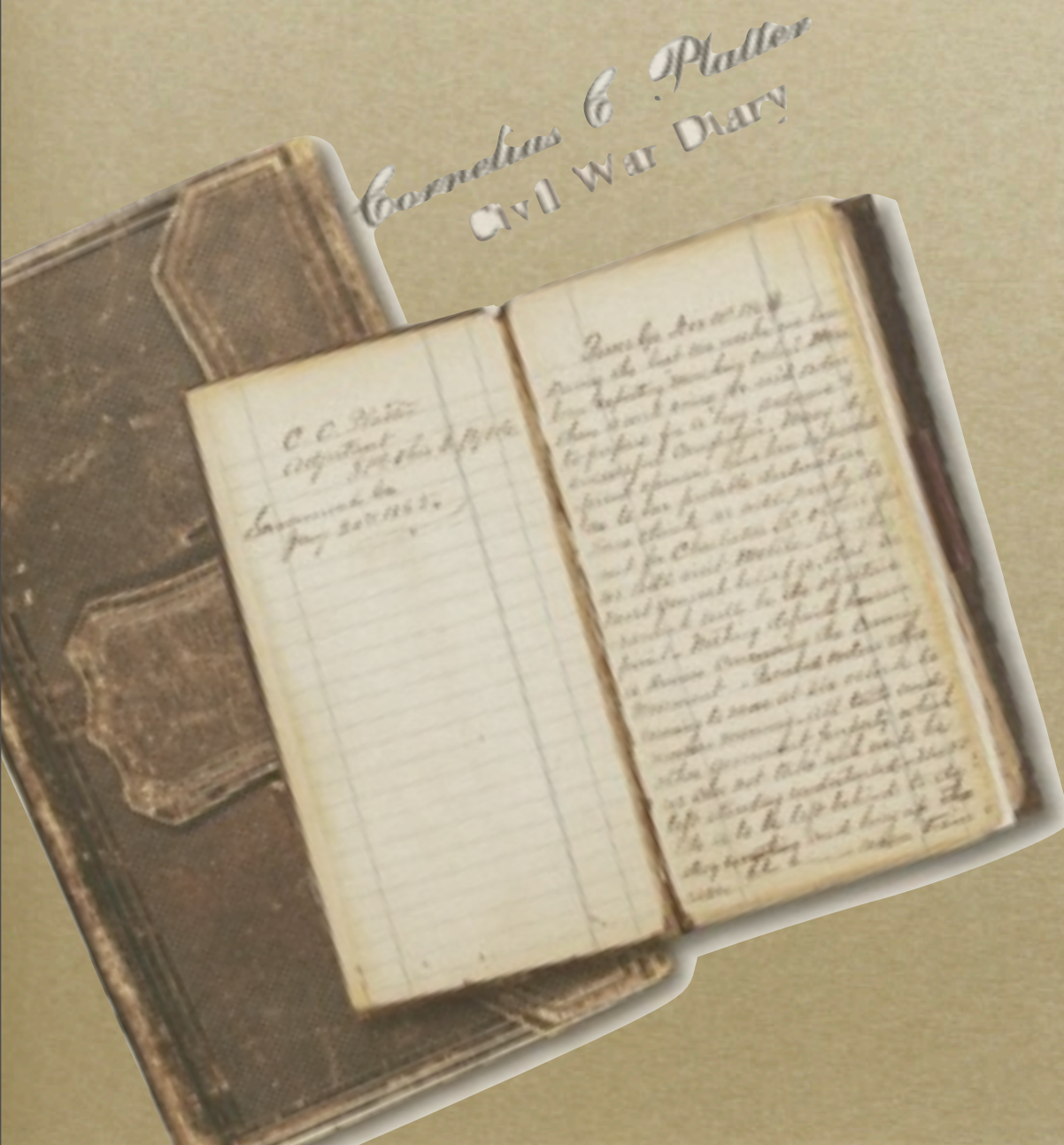
Primary Sources



Primary Sources

Why Teach Using Primary Sources?

- *Build Inquiry Skills*
- *Analyze*
- *Interpret*
- *Build Empathy*
- *Connect with Past*
- *Multiple Points of View*



Getting Started

Learning to Analyze Primary Sources

Reset Form

Motion Picture Analysis Worksheet

Print Form

Step 1. Pre-viewing

A. Title of Film: _____
Record Group Source: _____

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas

1. _____
2. _____
3. _____

People

1. _____
2. _____
3. _____

Step 2. Viewing

Type of motion picture (check where applicable):

- ☐ Animated Cartoon
- ☐ Documentary Film
- ☐ Newsreel
- ☐ Propaganda Film
- ☐ Theatrical short subject
- ☐ Training film
- ☐ Combat film
- ☐ Other

Physical qualities of the motion picture (check where applicable):

- ☐ Music
- ☐ Narration
- ☐ Special effects
- ☐ Color
- ☐ Live action
- ☐ Background noise
- ☐ Animation
- ☐ Dramatizations

How camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere that looks like it does not belong on a map. What place or film does this place look like?

How camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere that looks like it does not belong on a map. What place or film does this place look like?

Things that you listed in the previewing activity that were not seen in the film.

TEACHER'S GUIDE ANALYZING MAPS

OBSERVE
Have students identify and note details.

Sample Questions:
Describe what you see. - What do you notice first? - What size and shape is the map? - What graphical elements do you see? - What on the map looks strange or unfamiliar? - Describe anything that looks like it does not belong on a map. - What place or film does the map show? - What, if any, words do you notice?

REFLECT
Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? - Who do you think the audience was for this map? - How do you think this map was made? - How does it compare to current maps of this place? - 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
Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? - what? - when? - where? - why? - how?

INVESTIGATION
Questions appropriate for further investigation, and to develop a research strategy for finding answers.

Advanced
Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on sources, go to <http://www.>

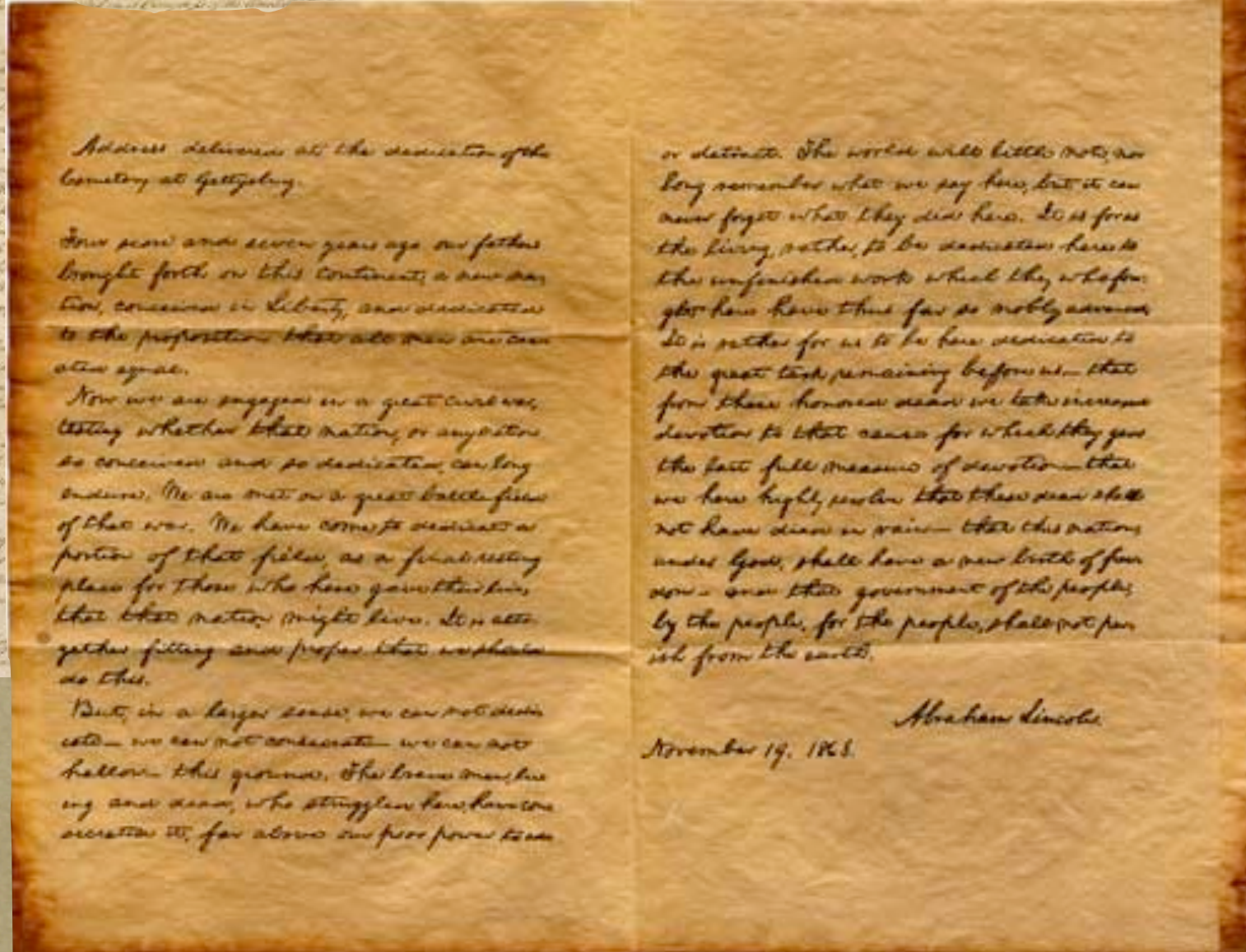
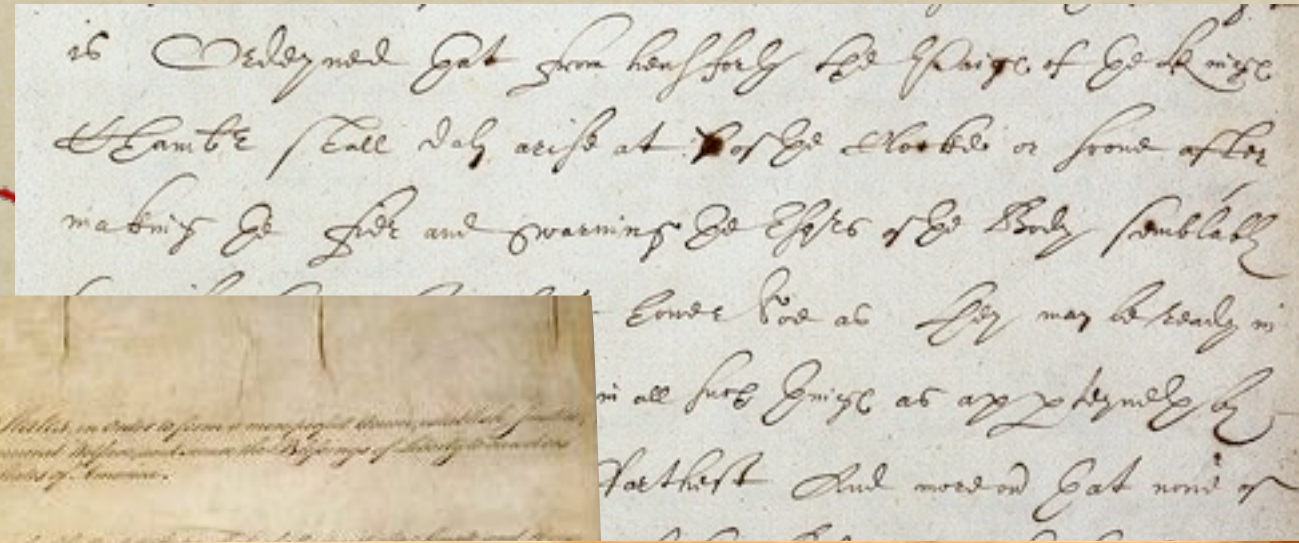
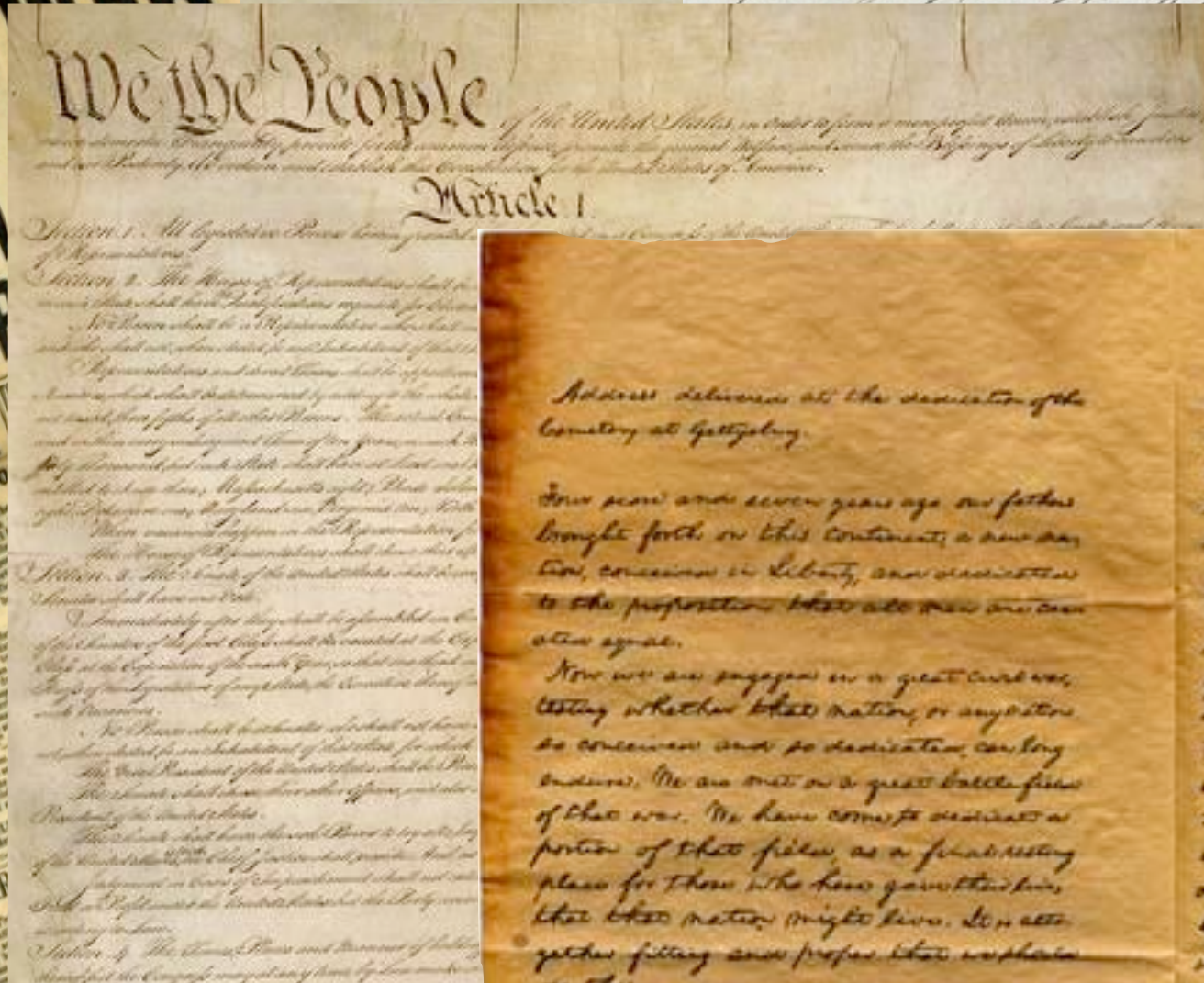
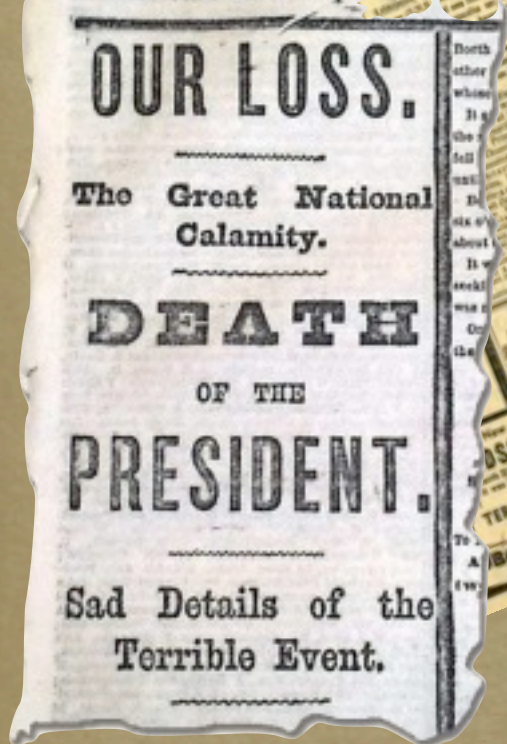
Documents/Manuscripts



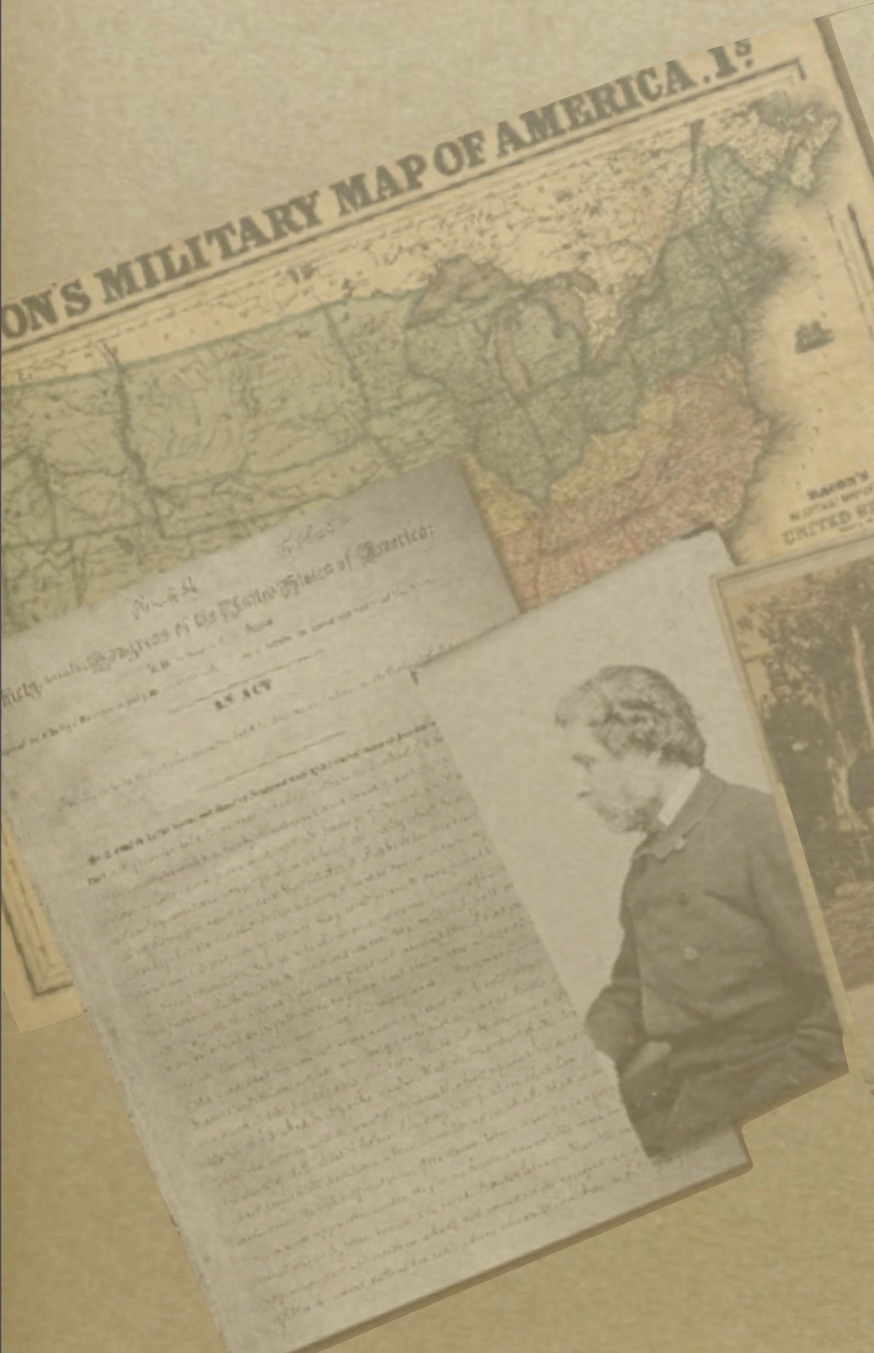
- *Letters/Notes*
- *Books*
- *Speeches*
- *Newspapers*
- *Diaries/Journals*
- *Telegram*
- *Report...*



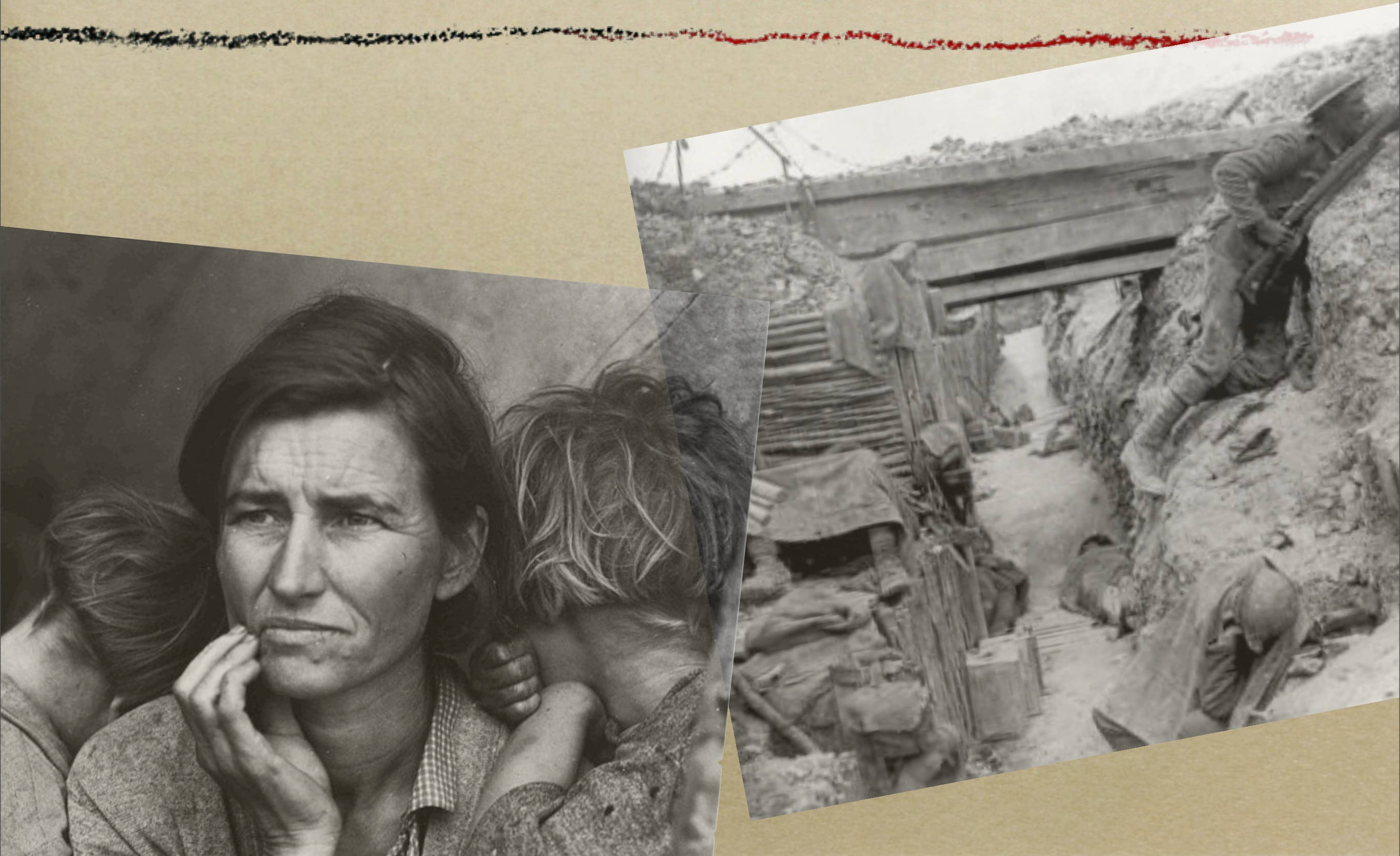
Choose a Document



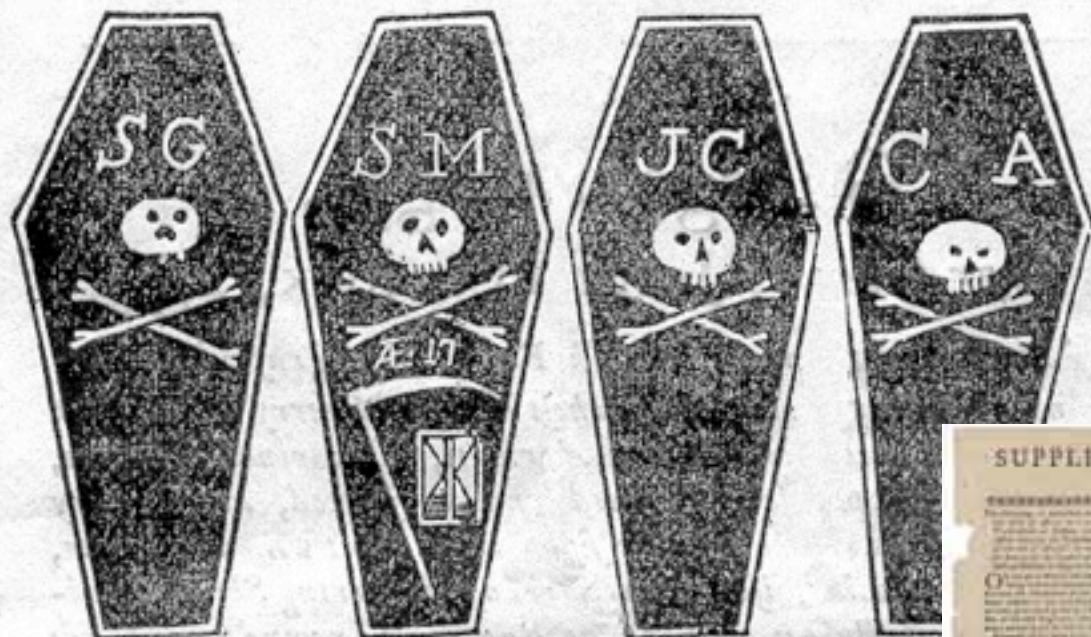
Images



Choose an Image

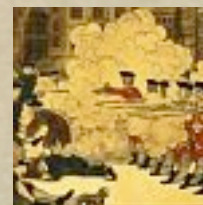


Last Thursday, agreeable to a general Request of the Inhabitants, and by the Consent of Parents and Friends, were carried to their *Grave* in Succession, the Bodies of *Samuel Gray*, *Samuel Maverick*, *James Caldwell*, and *Crispus Attucks*, the unhappy Victims who fell in the bloody Massacre of the Monday Evening preceding!



On this Occasion most of the Shops in Town w all the Bells were ordered to toll a solemn Peal, as those in the neighboring Towns of Charlestown, Rox The Procession began to move between the Hours c in the Afternoon; two of the unfortunate Sufferers, *James Caldwell* and *Crispus Attucks*, who were S borne from Faneuil-Hall, attended by a numerous Persons of all Ranks; and the other two, viz. *M Gray*, from the House of M. Benjamin Gray, (his on the North-side of the Exchange, and Mr. *Maver* the House of his distressed Mother Mrs. *Mary M* Union-Street, each followed by their respective Rela Friends: The several Hearses forming a Junction Street, the Theatre of the inhuman Tragedy! p from thence thro' the Main-Street, lengthened by an Concourse of People, so numerous as to be obliged in Ranks of six, and brought up by a long Train of belonging to the principal Gentry of the Town. The Bodies were deposited in one Vault in the middle Burying-ground: The aggravated Circumstances of their Death, the Distress and Sorrow visible in every Countenance, together with the peculiar Solemnity with which the whole Funeral was conducted, surpass description.

ages



THE
Boston-



No. 779.
Gazette,
JOURNAL.
Foreign and Domestic.

A Y, March 12, 1770.

SUPPLEMENT to the Boston Evening-Post,
Monday, Jan 12, 1770.

CASE of Capt. THOMAS PRESTON
of the 29th Regiment.

IT is Matter of too great Notoriety to need any Proofs, that the Arrival of his Majesty's Troops in Boston was extremely odious to its Inhabitants. They have ever used all Means in their Power to weaken the Regiments, and to bring them into Contempt, by promoting and aiding Defections, and with Impunity, even where there has been the clearest Evidence of the Fact, and by grossly and falsely propagating Untruths concerning them. On the Arrival of the 6th & 69th, their Ardour seemingly began to abate; it being too expensive to buy off so many; and Attempts of that Kind rendered too dangerous from the Numbers. — But the same Spirit revived immediately on its being known that those Regiments were ordered for Halifax, and hath ever since their Departure been breaking out with greater Violence. After their Embarkation, one of their Judges, not thoroughly acquainted with the People and their Inclinations, on the Trial of the 29th Regiment, openly and publicly, in the Hearing of great Numbers of People, and from the Seat of Justice, declared, 'that the Soldiers must now take Care of themselves, nor trust too much to their Arms, for there are but a Handful; that the Inhabitants can possess concealed under their Cloaths, and shoot them in a Moment if they please.' The malicious Temper of the

his Soul
be Land.
Hand.
scribd.
be build.
CASE

Audio Recordings



- *Oral Histories*
- *Radio Broadcasts*
- *Speeches*



The Voice of Slavery



Voices from the Days of Slavery: Former Slaves Tell Their Stories

(Library Of Congress - American Memory Collection)

Former slaves discussing their lives and their experiences while slaves.

Recordings (1932 to 1945) include biographical materials and reflections about being slaves, their slave holders, their families and the experience of being free.



The Voice of Slavery



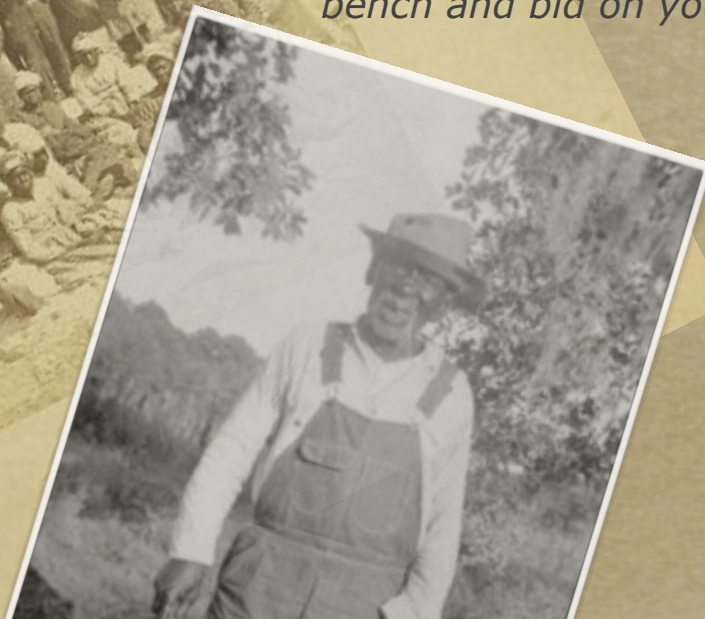
...I got my name from President Jeff Davis. He was president of the Southern Confederacy. He owned my grandfather and my father. Brought them from Richmond

Well, I belonged to, uh, B., when I was a slave. My mother belonged to B. But my, uh, but, uh, we, uh, was all slave children. And after, soon after when we found out that we was free, why then we was, uh, bound out to different people

Colored people didn't have no beds when we was slaves. We always slept on the floor, pallet here, and a pallet...Didn't allow you to look at no book. And then there was some free born colored people, why they had a little education, but there was very few of them, where we was.

I couldn't go through nobody's house without I have a note, or something from my master. And if I had that pass, that was what we call a pass, if I had that pass, I could go wherever he sent me. And I'd have to be back, you know, when uh. Whoever he sent me to, they, they'd give me another pass and I'd bring that back so as to show how long I'd been gone.

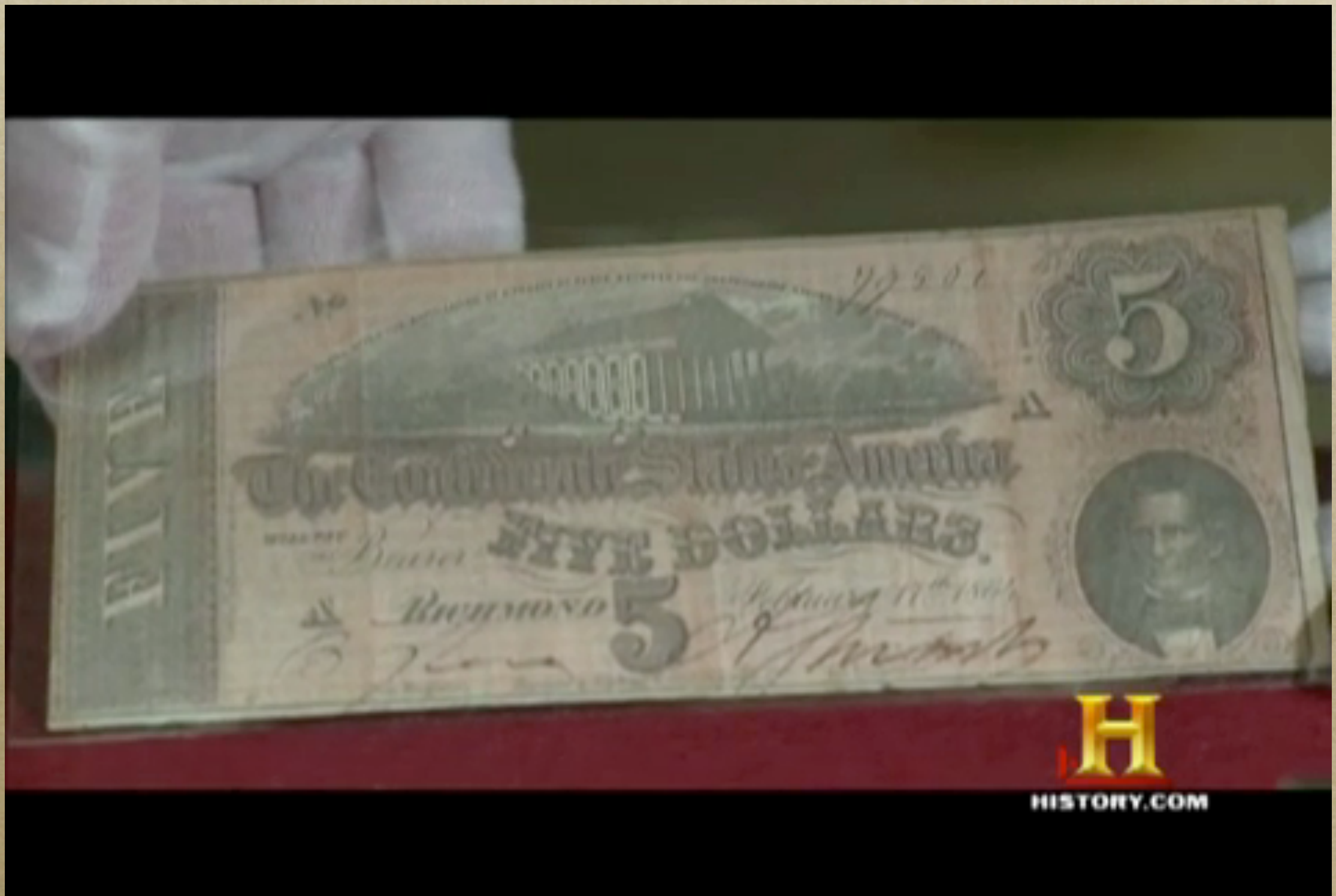
...we were slaves. We belonged to people. They'd sell us like they sell horses and cows and hogs and all like that. Have a auction bench, and they'd put you on, up on the bench and bid on you just same as you bidding on cattle you know.



Artifacts



Artifacts



Video

Interpretation/Analysis



Some historians believe that **The Marshall Plan was not philanthropic** but benefitted the U.S Economy, businesses, and our future in Europe:

1. Saved the U.S. Economy from backsliding into a depression.
2. Allowed the U.S. to remake the European economy in the image of the U.S. economy.
3. Created a public organization for private companies.

Other historians believe **what the U.S. did for the Europeans was true philanthropy** because:

1. The U.S. rebuilt European cities.
2. The U.S. rebuilt European factories.
3. The U.S. provided jobs and income to the European people through the construction of cities and factories.
4. The U.S. provided Europeans with goods and services.
5. The U.S. provided the Europeans with factories to make goods that they could sell.
6. It created a sense of stability and security for the European people.

Video

Interpretation/Analysis



The Marshall Plan...Philanthropic or Self-Serving?

Online Activities





Online Activities Using Primary Sources





Where to Find Primary Sources

Resources

Find:

Topic (1st Qtr TEKS)

Images (2)

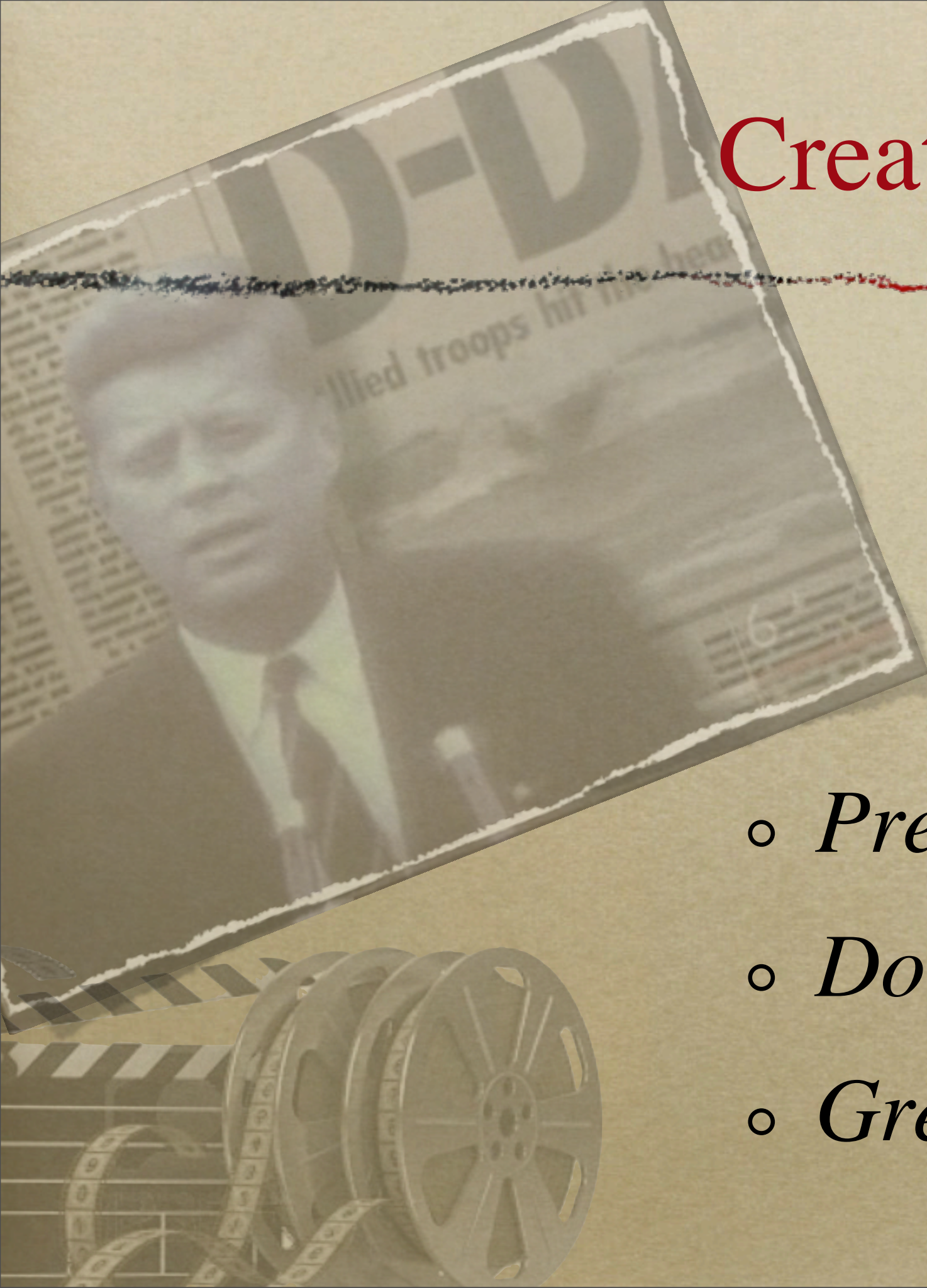
Documents (2)

Video (1)

Create



- *Presentation*
- *Documentary*
- *Greenscreen/Newscast*



Video

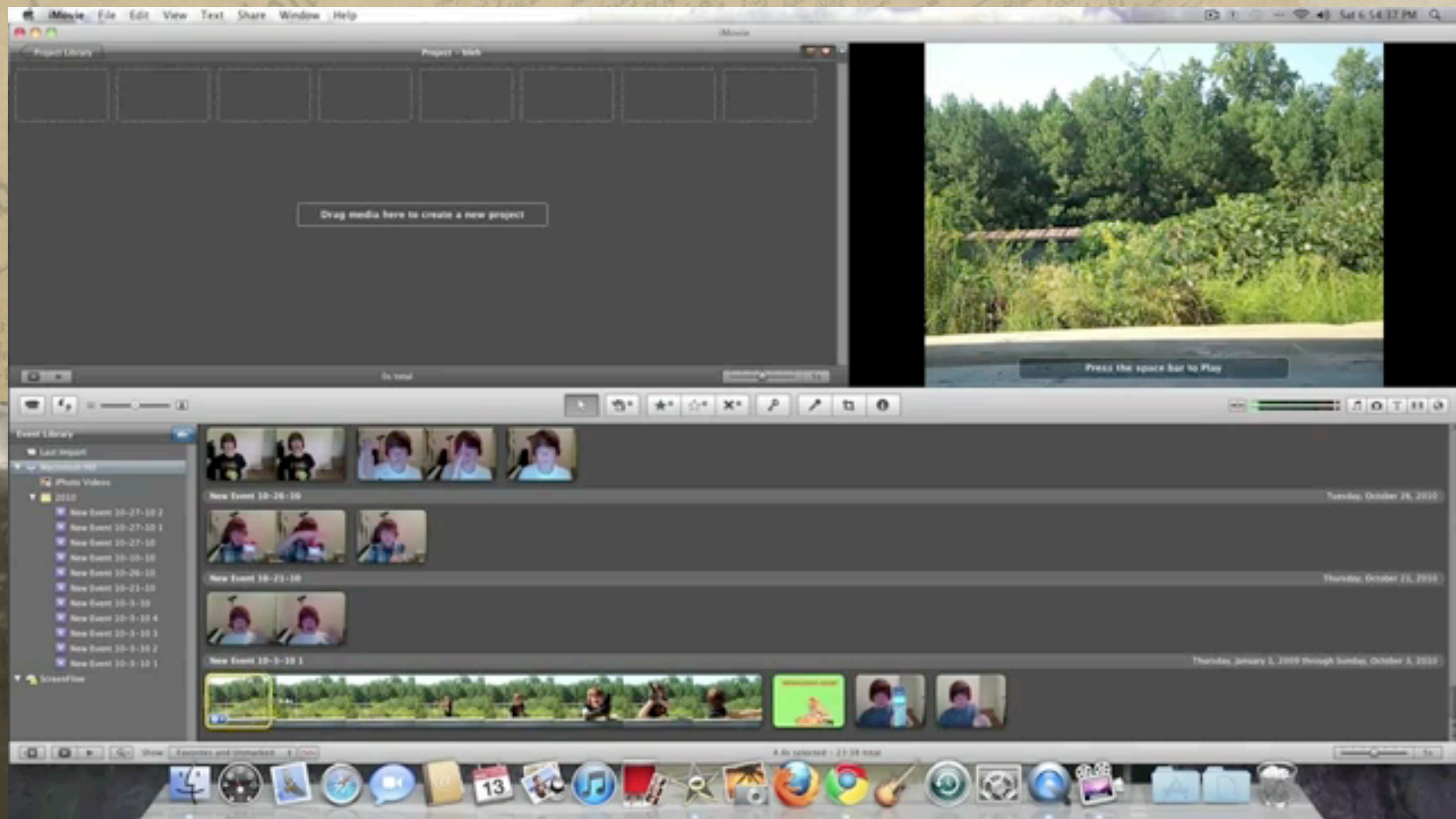
Documentary



Video *Simulation*



How to Go Green



Copyright © 2012

Resources

- HistoryPrimarily Wiki
- iConnect

