



Analyzing Primary Source Sound Clips

Workshop B3

Prerequisite Tools and Skills

- Personal Computer (Windows or Macintosh) with Internet connectivity
- Familiarity with Internet browsing and searching using common web-browsers such as Microsoft Internet Explorer or Netscape Navigator
- Basic web browsing skills
- Ability to open and save files
- Right and Left click functions on the mouse
- URL (Uniform Resource Locator) familiarity
- Word processing software familiarity
- Ability to upload and download email attachments as well as files from the Web
- Video capabilities—recommended 256 MB RAM
- Latest version of Apple QuickTime
<http://www.apple.com/quicktime/download/> or Microsoft Windows Media Player
<http://www.microsoft.com/windows/windowsmedia/>
- Latest version of Adobe Reader
<http://www.adobe.com/products/acrobat/readstep2.html>

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Homework Activities

(Required for CEU credit)

- Analyze a sound clip from your Primary Source Asset List and decide on how you will use this source in your classroom.

Activities

Annotated Resource List

- James Agee and Walker Evans. *Let Us Now Praise Famous Men*. Boston, Houghton, 1939.
- Dick Arentz. *The Grand Tour*. Tucson: Nazraeli Press, 1998.
- Jacques Barzun and Henry F. Graff, *The Modern Researcher*. Fifth Edition. Fort Worth: Harcourt, Brace, Jovanovich, 1992. ISBN: 0-15-562513-6.
- Ken Bell. *Not In Vain*. Toronto: University of Toronto Press, 1973.
- James West Davidson and Mark Hamilton Lytle, *After The Fact: The Art of Historical Detection*. Fourth Edition. Boston: McGraw-Hill, 2000. ISBN: 0-07-229426-4.
- James Farris. *Navajo and Photography*. Albuquerque: University of New Mexico, 1996.
- Kristine Feichtinger, *Oral History In The Classroom. A Guidebook*. Chicago: Illinois Labor History Society, 1976.
- David Fontana, *The Secret Language of Symbols: A Visual Key to Symbols and Their Meanings*. San Francisco: Chronicle Books, 1994. ISBN: 0-8118-0462-3.
- Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*. Third Edition. Boston: Pearson Publishing, 2003. ISBN: 0-536-72820-8.
- Robert M. Levine. *Insights into American History: Photographs As Documents*. New Jersey: Pearson/Prentice-Hall, 2004. ISBN:
- Joseph R. Mitchell and Helen Buss Mitchell, *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*. Second Edition. Boston: Dushkin/McGraw Hill, 2000. ISBN: 0-07-303195-X.
- Neil R. Stout, *Getting The Most Out of Your U.S. History Course: The History Student's Vade Mecum*. Third Edition. Lexington, MA: D.C. Heath, 1996. ISBN: 0-669-39839-X.
- Mary Panzer. *Mathew Brady and the Images of History*. Washington: Smithsonian, 1997.

RESOURCES

- *We Interrupt This Broadcast: The Events That Stopped Our Lives From the Hindenburg Explosion to the Attacks of September 11*. Joe Garner; forward by Walter Cronkite; narrated by Bill Kurtis. Naperville, Illinois: Sourcebooks, 2002. ISBN: 1-57-071974-8.
- Stephen Spender. *Europe In Photographs*. London: Thames and Hudson, 1951.
- William Strunk, Jr. and E.B. White, *The Elements of Style*. Third Edition. New York: Macmillan, 1979. ISBN: 0-02-418190-0.
- William L. Virden and Mary G. Borg, *Go to the Source: Discovering 20th Century U.S. History Through Colorado Documents*. Fort Collins, CO: Cottonwood Press, Inc., 2000. ISBN: 1-877673-44-7.

RESOURCES

Class Preparation Checklist

Workshop B3 – Analyzing Primary Source Sound Clips

Required:

Radio Clips:

- #1: Explosion of the Hindenburg, 6 May 1937.
<http://www.otr.com/hindenburg.html> (requires Real Player)
- #2: Pearl Harbor, 7 December 1941.
http://www.otr.com/r-a-i-new_pearl.shtml
(requires Real Player)
Denver Reactions to Pearl Harbor.
[http://memory.loc.gov/cgi-bin/query/r?ammem/afcppearl:@field\(DOCID+@lit\(afc1941004.sr20\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/afcppearl:@field(DOCID+@lit(afc1941004.sr20)))
- #3: D-Day, 6 June 1944; 12:41 a.m., EST.
<http://www.otr.com/hicks.html> (requires Real Player)
- #4: Victory in Japan (V-E Day); 12 August 1945.
<http://www.otr.com/vj.html> (requires Real Player)

Film:

Surviving The Dust Bowl (2001).
From the Library of Congress, American Memory, see “Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Collection,” at <http://memory.loc.gov/ammem/afcthtml/tshome.html>

Song:

David Montgomery, “If ponies rode men and grass ate the cows’: Just What Tune was in the Air when The World Turned Upside Down?”
<http://www.americanrevolution.org/upside.html>

Optional:

- The additional suggested readings listed in the Resources section of this syllabus.

Checklist

Overview

Analyzing Primary Source Sound Clips

This workshop covers sound analysis including radio broadcasts, oral histories, and songs—all of which offer powerful methods to learn about the past. We will discuss how news was transmitted before the printing press and Industrial Revolution transformed the way people obtained information. The advent of radio represented another transformation and enabled people to obtain knowledge often simultaneously with the actual events. We will also discuss the myriad ways to conduct oral history projects.

Objectives

At the end of this workshop, participants will be able to—

- Analyze various audio sources.
- Explore stories, oral histories, and songs as historic artifacts.
- Examine how to conduct oral history projects.
- Determine which techniques to employ for utilizing sound clips in the classroom.

Overview

Lesson 1 • Analyzing Radio Broadcasts for Classroom Use

Chief Sources

- Explosion of the Hindenburg, 6 May 1937.
<http://www.otr.com/hindenburg.html> (requires Real Player)
- Pearl Harbor, 7 December 1941.
http://www.otr.com/r-a-i-new_pearl.shtml (requires Real Player)
 - Denver Reactions to Pearl Harbor.
[http://memory.loc.gov/cgi-bin/query/r?ammem/afcpearl:@field\(DOCID+@lit\(afc1941004.sr20\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/afcpearl:@field(DOCID+@lit(afc1941004.sr20)))
- D-Day, 6 June 1944; 12:41 a.m., EST.
<http://www.otr.com/hicks.html> (requires Real Player)
- Victory in Japan (V-E Day); 12 August 1945.
<http://www.otr.com/vj.html> (requires Real Player)

Activity 1-1 • Radio Broadcast Analysis

1. Select a subject above and listen to the sound clips.
2. In the first paragraph describe the following:
 - a. the subject
 - b. person(s) speaking
 - c. when and where the sound clip was recorded
 - d. what do you know about the subject?
3. In a second paragraph, analyze the subject's point of view and perspective.
4. Conclude by answering this question: What challenges and opportunities does this sound clip present to the historian?
5. You may wish to use the form used by the U.S. National Archives to analyze Sound Recordings at:
http://www.archives.gov/education/lessons/worksheet/s/sound_recording_analysis_worksheet.pdf

NOTES:

Lesson 2 • Analyzing Music for Classroom Use

The World Turned Upside Down was allegedly played during the British surrender at the Battle of Yorktown, which ended the American Revolutionary War. We will examine the lyrics to understand why they harmonized with the surrender and then discuss the debates surrounding whether the song was actually performed during the October 1781 ceremony.

Lyrics to *The World Turned Upside Down*:

**If buttercups buzz'd after the bee
If boats were on land and churches on sea
If ponies rode men and if grass ate the cows
And cats should be chased into holes by the
mouse
If the mamas sold their babies
To the Gypsies for half a crown
If summer were spring
And the other way `round
Then all the world would be upside down**

Source: David Montgomery, “‘If ponies rode men and grass ate the cows’: Just What Tune was in the Air when The World Turned Upside Down?”

Chief Sources

@448: *The World Turned Upside Down*; Cornwallis' Surrender at Yorktown (1781)

<http://www.americanrevolution.org/upside.html>

Activity 2-1 • Analyzing Music and Lyrics

As a group, discuss the following questions:

1. How do the lyrics reflect what happened at the end of the Battle of Yorktown?
2. Was the song performed by the British band during the October 1781 surrender?