



Primary Source- based Learning Examples

Workshop B7

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)

- Use the activities from this lesson, resources from past workshops, or create your own activity to use in class. Report your findings to class via the Discussion Forum (online) or in the classroom at the beginning of Series III.

Activities

Annotated Resource List

- Voices from the Dust Bowl Collection:
<http://memory.loc.gov/ammem/afctshtml/tshome.htm>
[↓](#)
- Dr. Rhonda Clevenson, Director – TPS, Northern Virginia “Life in a Box”:
<http://www.TPSnva.org/program/workshp/three/life.html>

Resources

Class Preparation Checklist

Workshop B7 –Primary Source-based Learning Examples

Required:

None.

Optional:

Your creativity!

Checklist

Overview

Primary Source-based Learning Examples

The Curriculum Integration workshop focuses on how the various primary source media types complement each other and can be used in concert to form classroom activities. Lessons in this workshop provide examples and ideas you may use for integrating primary sources into curriculum.

Objectives

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

- Identify different primary source media types that will work well combined in a learning activity.
- Analyze activities that combine different primary source media types.
- Conduct any of the learning activities in this workshop in the classroom.
- Utilize American Memory Collections and primary source materials.
- Integrate at least two primary sources media types from local and other national collections in a learning activity.
- Determine additional methods of integrating primary sources into curriculum using local and other national collections.
- Create effective learning activities that will require the use of technology during development

Overview

Lesson 1 • Integrating Different Primary Source Media Types

This lesson provides participants with a review of national resources and collections to search for books and primary source material.

Activity 1-1 • The Woody Guthrie Method – Start with a Letter and End with a Video

Objective: Participants will –

- Locate primary sources from local and other national collections.
 - Integrate primary resources from local and other national collections with those found within American Memory Collections.
1. Start with an essay or song such as this Woody Guthrie essay:
[http://memory.loc.gov/cgi-bin/query/r?ammem/afcwwg:@field\(DOCID+@lit\(afcwwg029\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/afcwwg:@field(DOCID+@lit(afcwwg029)))
 2. Copy the web page text into a Word document or Print the text.
 3. Analyze the text:
Essay: identify keywords and delete the rest of the text.
Song: define and describe lyrics using historical verbiage to create keywords.
 4. Find a Collection from American Memory to narrow your search. Using the Guthrie example above, the following collections fit the topic:
[Woody Guthrie and the Archive of American Folk Song, Correspondence 1940-1950](#)
[Voices from the Dust Bowl](#)
[Depression Era to WWII](#)
 5. Browse By a media type or Search by Keyword in the collections.
 6. Use your keywords and/or historical verbiage to search for photos, audio, video, and manuscripts.
 7. Create an [inventory list](#) with two columns: in the left column add your keywords and in the right column paste the URLs to primary sources. This will catalog your discoveries.

8. Download primary sources to a file folder on your computer.
9. Select a program - PowerPoint, Flash, Movie Maker/iMovie, or even Word.
10. Record audio from oral histories, lyrics or essays if needed by have a student read (or sing) the text.
11. Add Audio and Text first - use them as a guide to add other Primary Sources to your presentation or video.

NOTES:

The woody.mov file is an example of the result of this activity. The WoodyGuthrieMethod.ppt file is a presentation detailing this activity. Series III provides tutorials on how to use all of these options!

NOTES:

Lesson 2 • Learning Activity Example

Lesson Two provides participants with an example activity that incorporates multiple primary sources. What is represented is the base of an activity in which participants can analyze and adjust to fit within their own curriculum. “Life in a Box,” incorporates many primary sources in a box to engage students in historical sleuthing.

Activity 2-1 • Historical Sleuthing - Life in a Box

The following activity was created by Dr. Rhonda Clevenson, Director – TPS, Northern Virginia.

<http://www.TPSnva.org/program/workshp/three/life.html>

Objective: Participants will –

- Analyze activities that combine different primary source media types.
 - Conduct any of the learning activities in this workshop in the classroom.
1. Create boxes with specific primary sources for an individual (Thomas Jefferson), subject (motion pictures) or and event (Civil War).
 2. Each box contains primary sources related to one subject. Each primary source is numbered and has bibliographic clues attached to the back.
 3. Label each box based on reading ability and subject difficulty: Red=most challenging, Blue=average, and green=least challenging.
 4. Depending on group size and number of boxes, participants may share a box in a group, pair or try the activity individually.
 5. Students will examine the primary sources in number # order starting with the lowest # (most difficult primary source).
 6. Using one of the analysis sheets from previous workshops (or make one of your own), students will describe the objects found in the box.
 7. Students will then make an educated guess as to what the primary sources have in common.

8. Share findings with the large group and ask the following questions:
 - a. How do the primary sources provide understanding and insight into the subject they belong to?
 - b. What new character trait about the individual might be evident from the primary source (if the box represents an individual)?
 - c. Were any of the primary sources a surprise about the subject?
 - d. What questions do these primary sources evoke about the subject?
9. Brainstorm ideas for using this activity in the classroom:
 - a. What would students do next to demonstrate their new understanding of the subject?
 - b. What other versions of this activity could you create for your classroom? (hint: a treasure chest)
 - c. What's in your pocket?

NOTES:

Activity 2-2 • Completed Learning Activity Development Projects

NOTES:

Objective: Participants will –

- Review completed Learning Activity Projects
1. Go to the TPS website at:
<http://TPScolorado.mscd.edu/>
 2. Click on the *Learning Activities* link.
 3. Click on the *Learning Activities Development projects* link to access the completed projects.
 4. Review any projects of interest by clicking on the links to specific files under the project titles.

Lesson 3 • Multi-curricular Brainstorming

NOTES:

Lesson Three provides participants with an activity list containing 25 project ideas to assist in the brainstorming of other possibilities of incorporating primary sources into varied disciplines.

Activity 3-1 • Classroom Project Ideas

The Project Ideas for this activity were compiled by education consultant Mary Johnson, February 2006.

For suitable classes, discipline specific groups may be formed to create more dynamic brainstorming.

Objective: Participants will –

- Review the Project Ideas document and discuss varied uses for the activities within.
1. Open the [Project Ideas](#) document and review the various ideas.
 2. Choose 3-5 ideas and determine ways in which they could be used in conjunction with primary sources and directly applied to your specific discipline or subject of interest.
 3. After discussing the possible application of the ideas within the *Project Ideas* document, brainstorm on new possibilities for primary source based activities. These activities (or possibly full lessons) may be realized through combined application of existing ideas, new direction or discipline focus for existing ideas, or perhaps something completely unique and innovative altogether.