

Section 1: Researching with Primary Sources

Lesson 1a: Introduction to Reading Historical Documents

Overview:

Introduce students to analyzing and interpreting documents using contemporary pieces.

Do in advance:

- Have students bring in a document or photograph from home to share with the class. This item should be something that is from their past, something they saved. It could be a photograph of when they were a baby, a birthday card, a newspaper article, an award certificate, etc.

Lesson:

1. Have students take turns presenting the documents and photographs they brought from home. Each should share the following information with the class:
 - a. What type of document is this?
 - b. What is the date the document was created?
 - c. Who created the document?
 - d. How does the document relate to the student?
2. Students can practice interpretation by answering these questions:
 - a. What does the existence of this document say about the individual or society that created it?
 - b. What does the existence of this document say about whoever saved it?
 - c. What does the existence of this document say about American life in the era it was created?
3. Have students interpret their items by viewing them through the lens of change over time.
 - a. Is there a comparable item from 100 years ago? If so, how is it the same or different?
 - b. What does that comparable item say about American life 100 years ago?

Assessment:

1. Student presentations and discussion.

Lesson 1b: Introduction to Analyzing Objects

Overview:

Introduce students to analyzing and interpreting artifacts using contemporary pieces.

Items from the Trunk:

CD “Kansas Settlers”

- Worksheet #1: Reading an Artifact (included as a paper copy in this manual and as a pdf on the CD in this trunk and online at www.kshs.org)

Lesson:

1. Divide the class into groups. Have each group choose an object in the classroom to analyze such as a desk, chair, table, computer, etc.
2. Groups should work together to complete **Worksheet 1: Reading an Artifact** for the object they selected.
3. Interpreting the objects.
 - a. Have groups take turns introducing their objects to the class.
 - b. Groups should also explain what the presence of the object says about life in the current place and time. They may choose to talk about its function, its production, its purpose, etc.
 - c. Using the function of the object, have groups discuss their object through the lens of time. Example: Is there a comparable item from 100 years ago? If so, how is it the same or different? What does that say about American life 100 years ago?

Assessment:

1. Student analysis and interpretation.

Lesson 1c: Introduction to Reading a Photograph

Overview:

Students examine a historic photograph to gain information from it.

Compelling Question:

What can you learn about early Kansas settlers from a photograph?

Objectives:

1. Students make observations about a historic photograph.
2. Students record information about the past using a historic photograph.

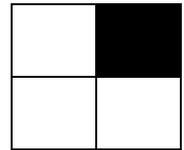
Items from the trunk:

CD “Kansas Settlers”

- Photo #03 – Interior view of dugout near Bloom, Ford County, Kansas **OR**
PowerPoint/PDF of photo #-03 designed for reading the photo by quadrant

Items you provide:

- Provide one sheet of blank paper for every two students for note taking.
- If students will examine hard copies of the photo each student will need one piece of cardstock they will use to cover the quadrants not being examined. The paper should be folded so there are four equal quadrants and then remove one with a pair of scissors.



Do In Advance:

- Decide if this lesson will be taught using printed copies of the photograph or the PowerPoint/PDF included in this trunk. Plan accordingly.
 - Hard copy option – Print one copy of the photo for every two students at approximately 8”x10”. Provide pairs students with one piece of cardstock. One quadrant should be cut out of it so that only one quarter of the photo can be seen at a time.
 - Power point option – Project the PowerPoint where it can be seen by the class. Advance through it one slide at a time following the directions for reading it in the lesson. The PowerPoint is ready to use with the photo divided into quadrants.

Lesson:

1. Introduce lesson
 - a. Photographs are primary sources and studying them is one way to learn about people, places or events from the past.
 - b. Research is the process of looking for answers to questions by examining sources. Primary sources will help the class to learn about the past.

2. Conduct primary source research using a photograph.
 - a. Divide the class into pairs.
 - b. Provide each with a sheet of paper. Have them fold it in half the long way and then from top to bottom so that the folds divide the paper into four equal quadrants. Open the paper and number each quadrant as shown.
 - c. Explain that students will be looking at a historic photograph taken in the late 1800s. As they see portions of the image they are to study it closely and pair-share everything they see with their partner. The partner who is doing the writing will record the information in the same quadrant of their paper as the quadrant they are looking at on the photograph.
 - d. If using hard copies of the photo have students use a piece of paper with one quadrant removed when studying the photo. They should use the mask when examining the photo one quadrant at a time.
 - e. Begin with the upper right quadrant. Students should write in the corresponding quadrant which is also labeled '1'.
 - f. Give the class a few minutes to complete the first quadrant before moving to the lower right quadrant, number '2' on their paper. Continue in the same pattern until all four quadrants have been studied.
 - g. Reveal the entire image.
3. Sharing Observations and Reaching Conclusions
 - a. Conduct a discussion of what students observed and list all that they found. What does this photo tell them about early Kansas settlers?
4. Demonstrate comprehension by having students write a caption for the photo.

4	1
3	2

Assessment:

1. Note taking while reading the photograph
2. Participation in class discussion
3. Writing assignment