

Preview the year using Primary Sources



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Broadside.

[In Congress, July 4, 1776, a declaration by the representatives of the United States of America, in General Congress assembled.](#)
Philadelphia: John Dunlap, July 4, 1776. Broadside Collection

Use primary sources as your “start of the year survey activity” for late 18th century and 19th century U.S. history. Students will analyze a primary source from each of the eras studied throughout their year.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • analyze primary sources • begin to develop an understanding of the various eras studied throughout the year • begin to internalize the vocabulary of the eras of study to establish a big picture understanding of American history. 	
Recommended time frame	Options: Two-55 minute classes if you complete all steps. One 55 minute class (eliminating the vocab/historical era piece) if you choose steps 4-9 only.	
Grade level	The sources provided in this lesson fit 8 th grade U.S. history curriculum in the state of Michigan, but the idea can be used at all levels.	
Curriculum fit	Social Studies/U.S. history	
Materials	<ul style="list-style-type: none"> • Whiteboards, scrap paper, or student notebooks. • Copies of printed documents, one set for each group. (You could choose to do this in a computer lab.) • Handouts: <ul style="list-style-type: none"> `Preview the year using Primary Sources analysis tool. (Students can fill out their own sheet for each source, or they could use one sheet per group.) `What does the Secondary Source tell us? (Format page provided; you will need to type info from your text or other sources.) `Benefits handout (with the numbers 1 and 2) `Matching the Primary Source to its Era (print sheet on two sides) 	

	<ul style="list-style-type: none"> • Primary vs. Secondary Sources Prezi: http://prezi.com/ctbtwbiacaef/primary-and-secondary-sources/
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Common Core Standards

	<p>Reading Standards for Literacy in History/Social Studies 6–12, Grades 6–8 students:</p> <ul style="list-style-type: none"> • Standard 1. Cite specific textual evidence to support analysis of primary and secondary sources. • Standard 2. Determine the central ideas or information of a primary or secondary source. • Standard 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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Procedures

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	<ul style="list-style-type: none"> • Step One: Vocabulary work. Start with what they know! Using whiteboards or any other recording option, have students work in groups of two to three to brainstorm what they know about the following terms: colonies (or colonization), revolution (or revolutionary war), constitution, expansion, civil war, reconstruction, modern. Though listed above in chronological order, mix them at the start so that Step Three is more challenging. • Step Two: Record student definitions on classroom whiteboard, asking for each group’s best “definition” for each term. Add to and/or clarify definitions after all groups have contributed. • Step Three: Ask students to use the definitions to write out the eras in chronological order in their notebook. Note: The terms used for the vocab piece are slightly different from the era titles I use. (Colonization and Revolution, Constitution and the New Nation, Expansion, Civil War and Reconstruction, and Moving Toward a Modern America.) After students have finished this portion of the activity, correct and explain the proper order. [These first three steps should take approximately 15-20 minutes. Let the kids know you’ll be coming back to these again.] • Step Four: Ask them what we mean by primary colors and secondary colors. Once the meaning of these are established, share how we use similar terminology for our sources in history; that primary sources are original sources, meaning they came from and were written by someone who witnessed the event at hand, and secondary sources are compiled by someone who did not, but who often uses the primary source to create a body of work such as a biography or textbook. It is suggested that you leave the primary and secondary discussion at a basic level, as the main purpose of
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	<p>the activity is to have kids <i>discover</i> the differences between the two rather than have the teacher tell them the differences.</p> <ul style="list-style-type: none"> • Step 5: Hand out the first document (The Boston Tea Party); also hand out <i>Preview the year using Primary Sources analysis tool</i>. Model the task as described on the handout using the first primary source. • Step 6: Hand out the Dunlap Broadside of the Declaration of Independence to the students. Have students work in their groups to complete the analysis handout. When completed, discuss their responses to each question. • Step 7: Hand out the remainder of the sources. Provide students time to work on the remainder of the primary sources, walking around to encourage critical analysis, curiosity, collaborative group work, etc. • Step 8: Bring the class together to discuss their responses to each primary source, focusing on what they found interesting. (Remember, it’s the start of the year, so the goal is to hook them with their discoveries rather than overwhelm them with details.) • Step 9: Handout and have students complete <i>What Does the Secondary Source Tell Us?</i> The goal for this activity is to help students discover the differences (and benefits) between primary and secondary sources. Instructional options are as follows: Have each student or group complete this activity for every primary source, use the “divide and conquer” option by giving each group one or two documents, or choose one or two sources to complete as a class. Discuss their findings and confirm this information with the Prezi on the differences between the two types of sources. • Step 10: Return to the historical era/vocabulary portion of the lesson. Hand out the <i>Matching the Primary Source to its Era</i> activity sheet. Complete one of the sources together as a class, depending on the age and/or ability level of your students. Then provide students time to complete the activity sheet, either individually or as a group.
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	<p>This is intended to be an exposure activity, so I will not use it as a graded activity. However, each of the activity sheets could be graded in terms of completion (evidence of thinking points), correctness or a combination of both. You may also choose to provide informal verbal feedback on their group interaction and cooperation as they work.</p>

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	<p>As you continue to build knowledge on the various eras, provide a new primary source, and have students complete the analysis sheet as well</p>

	as explanation for which historical era it fits and why. This could then be a graded assignment.
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Historical Background




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This unit builds the constitutional foundation for the study of nineteenth century American history. Throughout the unit students analyze the evolution of political thought that resulted in the adoption of the Constitution. Students begin their studies by exploring what life would be like without government. Using ideas from the Age of Enlightenment, they apply the natural rights philosophy and the social contract theory to examine the purposes of government and the meaning of a constitutional form of government. Next, students build upon what they learned in elementary school and develop more sophisticated understandings of colonial ideas about government and how the relationship between Great Britain and her colonies changed after the French and Indian War.¹ As students examine the mounting tensions between Great Britain and its colonies, they reconsider concepts such as limited government, liberty under the rule of law (republicanism), and representative government. Using the Declaration of Independence as a touchstone, they examine how ideas from the Age of Enlightenment, the colonists' experiences with self-government, and the changing interactions with Great Britain resulted in the colonists' decision to declare independence. After exploring the colonists' arguments in the Declaration, students learn how to write their own historical argument using evidence to support their assertions. Students then analyze the reasons for the adoption and subsequent failure of the Articles of Confederation. They use primary and secondary sources to examine the issues debated at the Constitutional Convention and analyze how and why the Framers resolved or compromised major concerns. In doing so, students examine the structure and functioning of the United States government under the Constitution through the principles of checks and balances, separation of powers, federalism, limited government, and popular sovereignty. By investigating the branches of government with particular focus on the powers, limits, structure, and function of each, students learn how the Constitution dramatically increased the powers of the central government in comparison to the Articles of Confederation. Students then examine the reasons for the inclusion of the Bill of Rights by exploring the arguments of the Federalists and Anti-Federalists over ratification of the Constitution. This unit sets the foundation for the course as students continue to explore the question: How have critical issues debated at the Constitutional Convention influenced government and policy throughout United States history?



¹ The French and Indian War is more commonly referenced in the academic world as the Seven Years' War.

Primary Resources from the Library of Congress

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Image	Descriptions	Citation	Permanent URL
	<p>This painting of the Boston Tea Party shows what happened on December 16, 1773, when a group of Bostonians, disguised as Mohawk Indians, boarded the tea ships docked in Boston Harbor and dumped all 342 chests into the water.</p>	<p>W.D. Cooper. "Boston Tea Party." <i>The History of North America</i>. London: E. Newberry, 1789. Engraving. Plate housed in the Rare Book and Special Collections Division, Library of Congress</p>	<p>Cooper, W.D. <i>Boston Tea Party</i>. 1789. Library of Congress, Washington D.C. Web. 28 June 2012. <http://www.loc.gov/exhibits/british/brit-2.html>.</p>
	<p>Broadside. In Congress, July 4, 1776, a declaration by the representatives of the United States of America, in General Congress assembled. Philadelphia: John Dunlap</p>	<p>Philadelphia: John Dunlap, July 4, 1776. Broadside Collection</p>	<p>Dunlap, John. <i>Broadside In Congress, July 4, 1776, a declaration by the representatives of the United States of America, in General Congress assembled</i>. 1776. Library of Congress, Washington D.C. Web. 21 June 2012. <http://www.loc.gov/exhibits/declaration/declara4.html>.</p>
	<p>Broadside United States Constitution, this showed one of the last copies put forth the Constitutional Convention before the final adoption</p>	<p>Broadside United States Constitution Philadelphia: Claypoole and Dunlap, September 12, 1787</p>	<p>Claypoole, and Dunlap. <i>Broadside United States Constitution</i>. 1787. Library of Congress, Washington D.C. Web. 21 June 2012. <http://www.loc.gov/exhibits/treasures/trt007.html>.</p>

	on September 17, 1787		
	An impassioned condemnation of the Fugitive Slave Act passed by Congress in September 1850, which increased federal and free-state responsibility for the recovery of fugitive slaves.	Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print	Kaufmann, Theodor, Hoff, and Bloede. <i>Effects of the Fugitive-Slave-Law</i> . 1850. Library of Congress, Washington D.C. Web. 22 June 2012. http://www.loc.gov/pictures/item/2008661523 / http://www.loc.gov/pictures/resource/cph.3a05114/ .
	Map of the territory of the United States from the Mississippi River to the Pacific Ocean.	G.K. Warren, War Department, 1858 now held in the Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA	<i>Map Of The Territory Of The United States From The.</i> " Map. Washington D.C.: War Department, 1858. <i>Library of Congress Geography and Map Division</i> . N.p., 1858. Library of Congress. Web. 24 June 2012. http://www.loc.gov/item/gm%2071000831 .
	This painting of Fort Sumter on April 12, 1861, shows the first conflict of the American Civil War.	Currier & Ives, "Bombardment of Fort Sumter, Charleston Harbor, April 12 and 13, 1861" Hand-colored lithograph, ca. 1861 now housed in the Prints & Photographs Division of the	Currier, and Ives. <i>Bombardment of Fort Sumter, Charleston Harbor, April 12 and 13, 1861</i> . 1861. Library of Congress Prints and Photographs Division, Washington D.C. Web. 26 June 2012. http://www.loc.gov/exhibits/treasures/trm117.html .

		Library of Congress Copyright deposit, ca. 1861 (42B.1) LC-USZC4-528	
	<p>African American men, in dress indicative of their professions, in a queue waiting their turn to vote.</p> <p>Notes: Illus. in: Harper's weekly, v. 11, no. 568 (1867 November 16), title page.</p>	<p>Waud, Alfred R. <i>The first vote</i>. 1867. Library of Congress Prints and Photographs Division, Washington D.C. Web. 26 June 2012.</p>	<p>Waud, Alfred R. <i>The first vote</i>. 1867. Library of Congress Prints and Photographs Division, Washington D.C. Web. 26 June 2012. <http://www.loc.gov/pictures/item/00651117/>.</p>
	<p>"Interior of Edison's Machine Shop where his experiments are conducted."</p>	<p>"Interior of Edison's Machine Shop where his experiments are conducted." <i>The Daily Graphic (New York)</i>, April 10, 1878.</p>	<p>"Interior of Edison's Machine Shop where his experiments are conducted." Illustration. <i>The Daily Graphic (New York)</i>, April 10, 1878. <i>Inventing Thomas Alva Edison (1847-1931)</i>. 13 January 1999. <i>American Memory</i>. Library of Congress. 29 June 2012 http://memory.loc.gov/ammem/edhtml/edbio.html</p>

Rubric

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Replace this text with an assessment rubric for your learning experience. There are some excellent web sites such as <http://rubistar.4teachers.org/index.php> that simplify rubric development.

Not applicable for this lesson.

Handouts

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See next page.

Preview the year using Primary Sources



Write in Document title & date (if given)	What is the occasion and purpose of this document? In other words, what might be some reasons that it was written/made/drawn?	Who might be the audience(s) for this document?	List two things the document tells you about life in the United States at the time it was written. Or, you may instead write about two interesting aspects of the document.

WHAT DOES THE SECONDARY SOURCE TELL US?

The next step is to read about your assigned document and the events surrounding it in your textbook.

1. Look at the list below to determine what page(s) you need to read through in your textbook.

Document 1:

Document 2:

Document 3:

Document 4:

Document 5:

Document 6:

Document 7:

Document 8:



2. When done reading the information, answer the following question:

What *type* of information did you learn from your text that you didn't learn from the primary source?

3. Complete the activity on the next page, using what you learned from the above exercise.

Benefits

a. What can we learn from primary sources that we can't learn from secondary sources?

Write the name of the document	Era (Check your choice)	Reasoning-explain why you choose the era for this document.
P r i m a r y	<input type="checkbox"/> Colonial Era	
	<input type="checkbox"/> Revolutionary Era	
	<input type="checkbox"/> Constitution and a New Nation	
	<input type="checkbox"/> Expansion	
	<input type="checkbox"/> Civil War and Reconstruction	
	<input type="checkbox"/> Moving Toward a Modern America	
Negatives	<input type="checkbox"/> Colonial Era	b. Is there a "down side" to a primary source that you didn't include in your answer to question c below?
	<input type="checkbox"/> Revolutionary Era	
	<input type="checkbox"/> Constitution and a New Nation	
	<input type="checkbox"/> Expansion	
	<input type="checkbox"/> Civil War and Reconstruction	
	<input type="checkbox"/> Moving Toward a Modern America	
	<input type="checkbox"/> Colonial Era	
	<input type="checkbox"/> Revolutionary Era	

2	<input type="checkbox"/> Constitution and a New Nation	c. What can we learn from secondary sources that we can't learn from primary sources?
	<input type="checkbox"/> Expansion	
	<input type="checkbox"/> Civil War and Reconstruction	
	<input type="checkbox"/> Moving Toward a Modern America	
	<input type="checkbox"/> Colonial Era	
	<input type="checkbox"/> Revolutionary Era	
	<input type="checkbox"/> Constitution and a New Nation	
	<input type="checkbox"/> Expansion	
	<input type="checkbox"/> Civil War and Reconstruction	
	<input type="checkbox"/> Moving Toward a Modern America	

Secondary

Negatives

d. Is there a "down side" to a secondary source that you didn't include in your answer to question a above?

MATCH THE PRIMARY SOURCE TO ITS ERA

