

UNIT: Primary Source Lessons

LESSON: What Was Said and What Was Not Said?

GRADE(S): 4th grade and up

LEARNING OBJECTIVES:

Strand 1: American Heritage

1. Demonstrate knowledge of and ability to think about the relationship among events by:
 - Identifying sequence of events in history
 - Grouping events by broad historical era on a time line;
 - Recognizing that change occurs in history; or
 - Identifying cause and effect relationships
2. Identify and use sources of information about a given topic in the history of Ohio and the United States.

SPECIFIC STUDENT OUTCOMES:

1. Students will be able to identify key terms in the study of history.
2. Students will be able to locate and identify the primary source relate the importance of primary source materials in understanding history and events of the past.

STUDENT GROUPING:

1. Individual

METHODS:

1. Investigative Study

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ACTIVITY: Primary Sources

Opening:

1. Primary source documents give a first hand view of the events of the past. Looking at these documents,, gives an understanding of key phrases or terms of history by both what happened and might have happened.

Main Activity:

1. Students will examine a document for the National Archives and complete a worksheet on the document.
2. Students will analyze the document to determine what was said and what was not said about an event.

Questions to Ask:

1. What important information can be found by examining an event; and, what is said about the event?
2. What important information can be found by examining an event; and, what is not said about the event.

Closing:

1. Documents tell the reader a great deal about an event in history. The difficulty of a decision, or problems facing a leader, can often only be seen by reading the leader's own personal ideas.
2. History is not a listing of facts but the exciting story of what happened and what might have happened. Examining primary documents is one way to find out what the story was or could have been.

MATERIALS:

1. Worksheet "What Was Said and What Was Not Said?"

EVALUATION:

1. Completion of Worksheet

NOTES:

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WORKSHEET: Analyze the Document

Examine the document you are assigned and complete the following analysis worksheet about the document.

Name of your document: _____

1. Type of Document

- | | | |
|-----------------|---------------------|-----------------------|
| _____ Newspaper | _____ Map | _____ Advertisement |
| _____ Letter | _____ Telegram | _____ Congress Record |
| _____ Patent | _____ Press Release | _____ Report |
| _____ Memo | _____ Diary/Journal | _____ Other |

2. Unique Qualities of Document

- | | | |
|------------------------|-------------|------------------------|
| _____ Interesting form | _____ Notes | _____ Seals |
| _____ Handwritten | _____ Typed | _____ "Received" Stamp |
| _____ Other | | |

3. Date of Document _____

4. Author _____ **Position or Title** _____

5. For what purpose or group was this document written? _____

6. List two important things the writer says?

7. Why was this document written? _____

8. List two things the document tells about the time in which it was written? _____

