Workshop: Using Primary Resources in the Classroom

Objective: Outline a potential lesson plan or activity for your class that uses one or more primary resources included in the AAS project. Other material, resources, and references are encouraged!

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| **Subject/Course** | US Civics and Government |
| **Topic** | News/ Media Literacy |
| **Grade Level** | 8 |
| **Related curriculum frameworks/ grade-level standards** | Give examples of how a free press can provide competing information and views about government and politics.  47. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.  48. Evaluate the benefits and challenges of digital news and social media to a democratic society.  49. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).  50. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President). |

**Lesson objectives and goals:**

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| Identify potential bias in primary source documents  Compare and contrast pov |

**AAS primary source material(s) used:**

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| The American Politician  Harriet Hawes Diary |

**Lesson materials and other non-AAS resources included in plan:**

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**Lesson procedure/ summary of tasks:**

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| **American Politician Bellwork: How do you access news? Are these reliable sources? Why or why not?**  **What are popular topics reported in the news that you consume?**  **Discuss student responses**  **Then discuss, in 1830, how do you think news/ info was reported to the public? Do you think these were reliable sources? Why or why not?**  **(Day 1) With a partner, go through the newspaper and identify the following:**  **When was the newspaper published?**  **Where was it published?**  **Who is the author?**  **Then with your partner, identify AT LEAST 5 different events (elections, wars, etc..) and highlight them.**  **Reflection questions to answer after going through the newspaper with a partner: How do you think the author accessed this information to include in the newspaper? What surprised you the most? What did you learn about this time period from the newspaper? How does the author’s background influence the newspaper? In your opinion does the author being a child make this a reliable or unreliable source of information? Why or why not?**  **(Day 2) With the same partner, students will look through a recent newspaper and answer the same questions as the previous day: identify AT LEAST 5 different events (elections, wars, etc..) and highlight them.**  **Reflection questions to answer after going through the newspaper with a partner: How do you think the author accessed this information to include in the newspaper? What surprised you the most? What did you learn about this time period from the newspaper? How does the author’s background influence the newspaper? In your opinion, does the auhtor being an adult make this a reliable or unreliable source of information? Why or why not?**  **Come together as a whole class: Venn diagram comparing and contrasting the 2 newspapers**  **Harriet Hawes Lesson**  **Bellwork: As students come into class, a current event (real or made up) will be projected on the board. Students must read the brief description of the event and write a “tweet,” highlighting their feelings about the event (EX: voting age lowered to 16; legal driving age lowered to 14; expulsion of the Electoral College)**  **5-6 students will share their tweets with the whole class**  **Reflect: What did you notice about your classmates’ responses to the current event? Why were responses to the same event different?**  **Introduce Harriet Hawes diary- specifically using excerpt from June 15- her report/ thoughts about the Lincoln assassination; read excerpt as a whole class then answer the following reflection questions: How would you describe the tone of her writing? How does Harriet feel about the Lincoln assassination?**  **Next, as a whole class we will read a diary entry of a differing pov regarding the Lincoln assassination and students will answer the same questions: How would you describe the tone of writing? How does the author feel about this event?**  **Turn and Talk question: Why do the authors of these diary entries, who experienced the same historical event, have different opinions?; then share out to whole class** |

**Are there any take home tasks for students?**

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**How might AAS incorporate lesson plans into the project website?**

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