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Benefits of Using Primary Sources in the High School United States History Classroom

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BENEFITS OF USING PRIMARY SOURCES IN THE
HIGH SCHOOL UNITED STATES HISTORY CLASSROOM

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Master Teacher

by

Norene Lee Osborne

April 2009

ABSTRACT

BENEFITS OF USING PRIMARY SOURCES IN THE
HIGH SCHOOL UNITED STATES HISTORY CLASSROOM

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History textbooks have not traditionally included the perspectives of the whole of society. The contributions of non-whites, women, the poor and the illiterate are consistently forgotten or ignored in the history classroom. When the stories of these groups are present, the content is incomplete and minimal, due to the resources available to the teacher within the curriculum provided by the textbook manufacturers or the school districts. Primary sources, or first hand accounts of history, can be used to supplement gaps in the curriculum, allowing students to construct a more authentic and complete knowledge of history. This project includes practical supplemental lesson plans and resources for the high school United States history classroom, as well as research on the topics of the benefits and weaknesses of primary sources, the necessity of including the voices of the disenfranchised in history, and the usefulness of artifacts in the constructivist-based classroom.

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CHAPTER I

INTRODUCTION

As Winston Churchill stated, “History is written by the victors.” (thinkexist.com, n.d.). However, winners do not fully define human history; the losers, the downtrodden, the forgotten and the ignored all play important parts in shaping history. The victor is not the only influence on the outcome. Still, history textbooks continually ignore the interactions and inputs of traditionally marginalized groups.

Social studies curriculum, as a whole, is non-inclusive; for example, rarely in the classroom is a United States history textbook written from a Native American group’s stance. Gordy, Hogan, and Pritchard (2004) compared 13 high school textbooks used in Connecticut and found that the texts’ chapters on World War II contained very little on the involvement of women during the war; the books especially lacked any information on minority women’s contributions to the war effort. Shedd (2007) points out that historians have for generations unfairly belittled minority opinions as those of the “inarticulate masses.”

The textbook deficiencies are broad in scope. Minority cultures have historically been forgotten in history texts, teachers study religion from a Western status quo, textbooks’ concepts of economics are Eurocentric, and the American teacher’s understanding of sociology is typically limited by his or her own experiences. Groups disenfranchised from textbooks include non-whites, women, the poor and the illiterate. Starting in the Middle Ages, the upper class deliberately separated their culture from that of the poor, creating a “high culture” (Shedd, 2007). Because this high culture included the majority of the literate population, the stories of the lower classes are less well known.

In the past, such obvious gaps in American curriculum were simply ignored; minority groups held limited power to influence textbook authoring or classroom curriculum. Later, after the Civil Rights movements of the mid-twentieth century, American curriculum swayed towards a policy of “white guilt,” meaning, textbooks would point out the atrocities of past generations. While these books began to recognize forgotten participants of history, they continue to neglect the actual stories and impact of the disenfranchised.

Even most modern classroom texts dedicate mere paragraphs to minority groups’ experiences. Many textbooks include insets with no more than a paragraph to briefly mention what a certain minority group might have been doing during a time period. Rarely, if ever, do these texts include primary sources containing the original point of view of the minority group. If the textbooks do include artifacts from the past, only one or two viewpoints are included, thereby creating a biased book.

Historically, textbooks in all content areas have roots from primary sources. Historians in particular use a myriad of first-hand accounts when deciphering the events of the past (Barton, 2005). Journals, newspaper articles and official documents are helpful in understanding the past. Census reports, tax records, photographs and advertisements also delineate invaluable information to students of history. Each source provides its own interpretation of the truth, with its own biases, helping the present reconstruct the history by thoroughly looking at all sides and accounts. From this multitude of resources, historians write nonfiction texts including textbooks.

However, the sources used by historians are still lacking certain chunks of vital information. For most of history, only the literate, and usually the elite, left their

footsteps for historians to discover. The uneducated and poor often could not write journals, did not hold politically powerful jobs, or make enough waves for their wake to continue so many years after their death (Barton, 2005). Because of this, textbooks ultimately reflect the majority culture's bias; in American history, this includes the white elites and the literate. Many of the countless minority stories have been lost to the ages. Until fairly recently, many disenfranchised opinions of the past have simply been ignored, disregarded as too biased, or viewed as worthless.

Finally, many modern textbooks no longer go to primary sources when creating the texts. Textbook writers typically use other textbooks and nonfiction books from varying levels to synthesize new schoolbooks. Writers of textbooks use excerpts of primary sources and quotes, as opposed to using an entire document. While the writers may give a newer perspective on the past, ultimately the voices of the participants of history are lost in the translation.

Purpose

American society is not, nor ever has been, homogeneous. Upon European arrival to North America, separate and distinct native tribes dotted the landscape; the "Native Americans" are not a uniform ethnicity, but rather dozens of distinctive ethnic and cultural groups. Since the sixteenth century, waves of immigrants landed on the shores of the United States, each bringing distinctive backgrounds, heritages and traditions. Every group left its mark on "American" culture. However, immigration is not a historical curiosity; it currently and consistently shapes every part of life in America.

An example of ethnic diversity can be seen in six history classrooms in the Auburn School District for the 2008-2009 school year. Of 151 total students, age fifteen

to eighteen, 26 are of Eastern European descent, including Russians, Russian/Turks, Ukrainian, Polish and Romanian; 16 are first or second generation from Latin America, mostly from Mexico, Guatemala, and Nicaragua; 14 are Asian or Pacific Islander from China, Japan, the Philippines, India, Pakistan and the Marshall Islands; 5 are African-American; 3 are from Somalia; and 1 is from Spain. Of these 65 minority population students (43 percent of the total students), 4 are Muslim. Even the “white” students in the classroom, some of whom have parents who are first generation or immigrants to this country, have varied ethnic backgrounds.

Obviously, students are impacted daily by influences of other cultures, including the interactions with their peers. Minority groups and ethnicities have greatly impacted the cultural landscape and history of the Pacific Northwest. Due to this fact, social studies teachers of all levels need an arsenal of curriculum to augment the gaps in the textbooks. Many times, teachers try to include minority stories through the celebrations of holidays, or in one all-encompassing unit. Multicultural units often fall short because they are merely informational; rarely do these units require students to use the information in conjunction with other more traditional materials presented, to create a more complete understanding of the past.

Young and Leinhardt (1998) suggest that student understanding of history is most complete and authentic when the students are taught to analyze primary sources. What teachers should be searching for is primary sources of actual and varied experiences to use throughout the year with daily lessons. For example, an interview of a Japanese-American child from the Seattle area during World War II, or a Chinese immigrant’s diary as he worked in a cannery along the Columbia River. While primary sources are

not necessarily more reliable than secondary sources (Barton, 2005), they do provide unique insight from a first-hand observer of the event. As long as teachers provide appropriate and meaningful sources (Barton, 2005), the students can correctly use the original resources along with the traditional information from the curriculum to construct complete knowledge of historical concepts. Using carefully selected first-hand accounts to supplement the analysis of a textbook, the students should be able to synthesize a more complete picture of history.

Primary sources are not limited to written word documents. Film clips, audio files of speeches, historical songs, and pieces of artwork are suitable primary sources, and are helpful to engage non-visual learners (Binkiewicz, 2006). Auditory learners may garner more from listening to a speech than reading one. Students with high musical aptitude might appreciate listening to a historical campaign song. Aspiring art students might prefer analyzing a propaganda poster, rather than hearing a teacher lecture about its description and meaning. By playing to the students' strengths, the teacher is activating prior knowledge while introducing the new topic (Fuhler, Farris & Nelson, 2006).

Cambourne (2002) concluded that learners create more authentic meaning of knowledge through authentic interactions that afford the learners opportunities to negotiate, evaluate, and transform comprehension of information. Cambourne suggests that this educational practice is more effective than the traditional model of students memorizing teacher-disseminated information. Using artifacts from the past, such as primary sources, provides learners with opportunity to construct their own knowledge with better results than a traditional textbook can offer (Fuhler, et al, 2006).

Morgan (2002) suggests that learners need the opportunity to create sense out of their own world. She ascertains that students' ability to accomplish this task will depend on their ability to filter the content to discover truth, connect knowledge across the content areas, collaborate with specialists in the field and with fellow learners, and learn how to find and use resources. Students in the not too distant future will have many more primary sources at their disposal, due to the Internet and other electronic sources, so they will need to become more adept at deciphering the worth and value of the sources and then utilizing the constructed knowledge themselves.

In order for learners to create a more complete knowledge base of history, students need to be allowed to learn the stories of the minorities and disenfranchised. Teachers are responsible for bridging the gap between the textbook and the desired holistic result of their lessons (Shedd, 2007). Using authentic primary sources from a wide variety of backgrounds and opinions allows students to fully comprehend the impact on the past as it constructed the present. These supplements from the minds of ordinary people allow the students to see how everyone had an impact on creating the past, not just the victors or those who held power (Shedd, 2007).

Scope

The following thesis project includes field trips, projects, and ethnographic cultural studies of the Pacific Northwest area. This is not a "multicultural unit;" instead, this includes several lessons using primary sources to integrate into appropriate lessons throughout the year. The goal of the lessons is to provide teachers with resources and students with opportunities to understand the complex background of their own backyard from a historical perspective.

The content of this project is aligned to follow Washington State high school United States history curriculum, typically aimed at sophomores or juniors. However, the project is easily adaptable to any states' high school United States history curriculum. The project may also be used at any level of high school, freshman through senior, without any adaptation. For this project to be useful to middle or elementary school teachers, modifications to the assignments and length of the sources will be required. Some of the supplemental resources include vocabulary beyond most middle school students. Ultimately, this project will mostly benefit high school United States history teachers.

Definition of Terms

Constructivism: Constructivism is an educational theory that suggests the learners constructs their own knowledge, as opposed to receiving the knowledge from another. Constructivism proposes that abstract concepts are learned through exploration, reasoning and discussion. (ASCD, n.d.).

Content Area: A content area is the topic or subject, such as history, language arts, and mathematics. (ASCD, n.d.)

Curriculum: Curriculum is the planned instruction of a content area that is specifically designed to facilitate student learning and create a desired outcome. (ASCD, n.d.).

Individual Educational Plan: An individual educational plan, or IEP, is a specialized learning plan for students with special needs. This legal right includes goals for the student, list special services required, and explains reasonable accommodations for the student in the general education classroom. (ASCD, n.d.).

Multiple Intelligences: Howard Gardner's theory of multiple intelligences suggests that human learning is not uniform, and proposes several different styles of learning.

According to Gardner, every one has all the styles, but in different proportions, meaning humans learn better in some styles than others. (ASCD, n.d.).

Primary Sources: First hand accounts of historical events. Primary sources are written during the time of the event, by a person who was alive to experience the event. These include journals, diaries, newspaper articles, official documents, live news footage and radio broadcasts. (Fuhler, et al, 2006)

Retention: Retention is a learner's ability to remember what was taught, so it can be easily recalled and used. (ASCD, n.d.)

Scaffolding: Scaffolding is an educational concept where the teacher provides support to ensure student success while they construct their own knowledge. The support, which includes materials, resources, and support, augments student learning; over time, the teacher gives less and less scaffolding, aiding the students in becoming independent learners. (ASCD, n.d.)

Secondary Sources: Interpretations of first-hand accounts of historical events by those who did not personally witness the occurrence. These include textbooks, nonfiction books, some documentaries, historical fiction based in fact, and scholarly articles and journals. (Fuhler, et al, 2006)

Special Services: Educational services for students with mental, developmental, emotional, or behavioral disabilities, and for English Language Learners. (ASCD, n.d.)

CHAPTER II

REVIEW OF THE LITERATURE

Strengths of Primary Sources

Using primary sources, or sources written during the time of the event such as a newspaper article or journal entry, of any nature is beneficial to the student. Barton (2005) and countless other researchers have explained the numerous benefits of using primary source documents in the classroom. Binkiewicz (2006) remarked that historical songs are valuable to the auditory learner. Brown (2007) states that using digital primary sources of all types aid in student learning. Russell (2007) affirms that using art is just as effective in teaching a topic as using a written document is. Walker (2006) reinforces the benefits of utilizing documentaries in the history classroom.

Barton assesses four reasons primary sources are beneficial to the history classroom. First, primary sources work to motivate students in historical inquiry. History teachers cannot easily demonstrate history; time machines do not exist, and recreations rarely do justice to the actual event. However, teachers can easily use primary sources as a stimulant to a lesson. For example, allowing students to hold pictures of a nineteenth century immigrant family, having the class listen to Roosevelt's "a day that will live in infamy" speech, or giving students time to explore a pioneer's journal all are simple ways to entice students into further inquiry of topics and events (Barton, 2005).

Primary sources are not only valuable pieces of evidence about the past, but also provide a personal link from the past to the present. If learning is not personal or emotional, then what is taught is not likely to resonate with students. Putting a face or

personality onto facts helps with student retention and compassion about past events. Making use of primary sources helps students understand how historical accounts are created. If students understand the how of an event, then the class is more likely to understand the details and significance. Additionally, bringing other pieces of evidence about one historical occurrence allows students to evaluate past events more holistically and create more authentic conclusions than can be read in a textbook (Barton, 2005).

Primary sources are also the closest thing to a direct link to the past. Primary sources convey direct, first-hand information about the past; secondary sources express information that has been interpreted by people who were not alive during the event. Without the information divulged from primary sources, most events of the past would likely be forgotten, due to the fact that word-of-mouth dissemination of information is unreliable and tends to muddle the truth instead of preserving information. On a deeper level, sometimes the primary source is more complete and resonant than a secondary analysis. For example, listening to Martin Luther King's "I Have a Dream" speech is preferable to reading about his speech, because the words King used are more eloquent and perfect than those of any analyst. Listening to the speaker is also favorable to reading the speech, because hearing the author read his or her own words, with his or her own emotions, is a captivating and resonating way to learn about the past (Barton, 2005).

Primary sources also provide a close look into the feelings and experiences of the people of the past. First hand accounts allow for deeper understanding of events, instead of the interpreted knowledge provided by textbooks. Primary sources usually give more specific facts, and are overall more in-depth and rich in detail. However, relying on the sources to explain themselves can be detrimental to student understanding. Teachers

should be wary about allowing students to draw conclusions about the past based solely on the sources studied. If teachers do not provide adequate skills for researching and analyzing, as well as appropriate materials for students to analyze, then students may draw inaccurate conclusions that hinder the learning process. While there is danger in the students drawing inappropriate conclusions about the past when only primary sources are analyzed, it is still beneficial to provide some first hand accounts when studying history (Barton, 2005).

Caskey (2007) quotes several experts when concluding that authentic social studies learning experiences must include analysis of primary source documents. History is interpretive, constructive, and analytic, which requires students to understand the past and then use the understanding to construct knowledge of history as a whole. Passive memorization of dates and facts only provides students with an incomplete and superficial baseline of historical knowledge; in order for meaning to come from knowledge, teachers must provide students with ways to construct significance. One method teachers should use is incorporating primary sources. This, however, is challenging for most teachers, and even more difficult for students to master. The average high school teacher has little if any training on how to select grade level appropriate primary sources, and usually lacks the knowledge in how to properly utilize first hand accounts in the classroom. However, once students can critically read, analyze and interpret primary source documents, then students can actually begin to comprehend the past, as opposed to making observations about the past. Caskey (2007) suggests early and frequent experience to primary source documents allows students to achieve a deeper level of understanding earlier, thereby making history class easier and more enjoyable.

Eamon (2006) quotes Herbert Butterfield:

The historian's passion for manuscripts and sources is not the desire to confirm facts and dates...but the desire to bring himself into a genuine relationship with the actual...the last word of a historian is not some fine firm general state; it is a piece of detailed research. (pg. 73)

Butterfield encapsulates why teachers of history should use primary sources: rote memorization of facts does not make one a student of history; only through analysis of sources can individuals create a relationship with the past. When students are more involved and take ownership in their learning, the result is deeper understanding of history, and for some students even a newfound love of the topic.

Secondary sources are not without merit. In fact, primary sources provide the structure for all secondary sources (Fuhler, et al, 2006). However, the stories behind the facts make history more memorable and real to students. Fuhler and her colleagues (2006) also note that learners absorb more knowledge when information is presented through authentic channels that allow students to negotiate, evaluate and analyze the information. This more authentic model of learning is a more effective teaching tool than the traditional memorization of teacher-disseminated information.

Primary sources also create a conduit to the forgotten past. While students are bombarded with facts and data about topics such as World War II, John F. Kennedy, and the Mayflower voyage, other events from history go unstudied and unnoticed. For example, many students enter U.S. history classes with very little knowledge about World War I. When attempting to help students reach their academic potential, researchers propose utilizing Bloom's Taxonomy verbs when formulating assignments

(Gillette, 2006). Bloom's Taxonomy is a hierarchy of six domains of cognitive understanding; lower levels are easier for students to attain, while higher levels require more practice to reach. Gillette (2006) suggests using primary sources to help students reach the higher levels of Bloom's Taxonomy: synthesis and evaluation. Primary sources also use middle levels of the taxonomy, which are application and analysis. When using secondary sources, students often only reach Bloom's lower levels: knowledge and understanding.

Primary sources also teach students to analyze, instead of merely consume information. Morgan (2002) suggests that students can make sense of the world by their ability to filter out the truth. She suggests students learn to connect knowledge across the curriculum, collaborate with specialists and experts in several fields of knowledge, and develop methods to find and understand sources. Morgan also believes that with the advent of the digital age, the ability to diagnose truth becomes more essential to student learning. She believes that with the ready availability of technological primary sources, as well as the move from traditional book researching to digital researching, students will have to become adept at analyzing sources. The past had journals and letters as mediums for personal written reflection, now people can explore their feelings through blogs, personal web pages, text messages, instant messages and email, in addition to journals and letters. Electronic media increases the number of primary sources available, thereby allowing students in the near future to analyze more first hand accounts than their previous counterparts (Morgan, 2002).

Morgan (2002) has her students practice sifting through primary sources by having her class read a series of letters from her daughter. The simple activity requires

students to first read the letter, and then think critically about the content. She introduces the topic of primary sources in this fashion because the letters are written in contemporary language. The personal connection of the teacher to the letter provides a more real feeling to the document as well. Such an easy activity can help pave the way for studying more difficult documents; once the students have the concept of reading and evaluating sources, more difficult sources should be less challenging.

Sutton and Knight (2006) point out that the lack of research-based strategies available to teachers of history proves the necessity of understanding the usefulness of primary sources. The authors, both college librarians, note that even at the collegiate level, few instructors use primary sources to any worthwhile potential. Sutton and Knight criticize the fact that instructors rely so heavily on secondary sources in their courses, yet ignore the fact that textbooks received their information on history from primary sources. Therefore, educators should pay special attention to teaching students how to read and analyze primary sources. Teachers should also emphasize the importance of first hand accounts in the study of history.

Weaknesses of Primary Sources

However, primary sources are not without their pitfalls. As Barton (2005) points out, primary sources can hinder the learning process when improperly used, by exploiting “fundamental misconceptions about history.” Barton discusses seven myths perpetuated by many history teachers. The myths center on teachers treating primary sources as infallible documents of truth, instead of teaching them as imperfect documents written by potentially biased individuals. The myths also point out teachers’ misconception that the sources teach and elaborate themselves. Overall, Barton’s argument explains that

primary sources are excellent resources only when used properly and students are adequately prepared to understand how to use the documents.

No evidence suggests that primary sources are any more reliable than secondary sources. Primary sources are subject to the intense personal bias of the author, especially sources such as personal diaries or journals. Primary sources also get corrupted through the ages. Mistranslations of foreign language sources and inaccuracies of scribes and other participants of the event can lead to an incomplete picture of the event. While secondary sources are often more narrow in scope, they tend to draw conclusions using several sources, thereby safeguarding against bias and compensating for human error (Barton, 2005).

Primary sources are not theses of the past; they do not require the analysis of other nonfiction texts. Most primary sources were not written with an argument in mind, but instead are documents of personal opinion, frustration, observation and inquiry. The authors of sources such as journals most likely never intended to have another person in another century analyze the journal. Teachers often ask students to analyze primary sources as testimony, when the sources are often nothing more than an observation (Barton, 2005).

Many educators have a misconception about how historians evaluate a source for bias and reliability; unfortunately, there is not a checklist of dependability. While teachers create sourcing heuristics, or “rules of thumb,” for their students to use while evaluating primary sources, these are not complete or accurate enough to be used on every type of source. Evaluating a court testimony requires different analysis than journals, or than government documents, or than accountants’ ledgers. However, most

teachers ask their students the same questions on every document analyzed. This flaw results in students getting an incomplete picture of the bias of the source (Barton, 2005).

Another problem with primary sources in the classroom is that educators do not use the sources as a historian would. Historians see sources as evidence, and act more as scientists than researchers. Teachers often use primary documents as a “source” of information, but never bring the assignment to a more sophisticated level of inquiry. True historical research is not about basic comprehension of text nor is it about artificial environments of inquiry. If an assignment is outside the context of historical research, the assignment is as meaningless as if the document is written in a foreign language. Teachers need to be wary when designing activities using primary sources: the sources should be within the level of comprehension of their students, but also need to be relevant and worthwhile of classroom time (Barton, 2005).

Some teachers have the misconception that using primary sources is simply more fun for the students. Occasionally using a carefully selected source or group of sources for an activity can create an authentic learning experience that the students will enjoy. However, if sources are relied upon too often, or if the sources are beyond the level of student comprehension, then the use of primary sources runs the risk of becoming trite and pointless (Barton, 2005).

Also, sometimes teachers misclassify a source as “secondary” because the author was not present at the event in question. Just because a person was not personally involved with an event, but was alive when it happened, does not mean that his or her insight is invalid. For example, while not every person in the United States on September 11, 2001 was in New York City or Washington, D.C., they all have memories, feelings

and reactions to the event. The reflections of those who consumed information from the media are just as valid as the insight of those who were on the scene during the event. Therefore, the writings of people who were alive during an event, but did not personally witness the event first hand, should still be considered primary sources (Barton, 2005).

Another problem with using primary sources in the classroom comes from teacher error. If the educator provides several sources, but does not present a focused research question, students will spend their time looking for facts, and not reaching any deeper level of understanding (Brown, 2007). In order for students to obtain any worthwhile knowledge from primary source exploration, teachers must provide a specific research question to guide student inquiry. For example, “Compare and contrast the characteristics of rural and urban slavery. Why were slaves treated differently in both places?” is more focused and preferable to “research slavery in the South.” The first question requires students to research a topic, but then also draw conclusions from that research. The second topic is open-ended and unstructured, leaving the students to guess what the teacher is looking for, and leaving room for students to merely fact-search instead of analyze and explore.

Barton’s theories about primary sources are not confirmed by any other research. However, other researchers conclude that misusing primary documents, such as using inappropriate sources or not training students on the proper usage, will not induce higher level thinking in students (Sutton & Knight, 2006; Morgan, 2002). Essentially, Barton’s arguments is that teachers must carefully select adequate sources, plan lessons around important concepts and properly trains students how to analyze sources for the lessons to be worth both the class’ and teacher’s time.

Primary Sources – Usage and Implementation

Most people perceive primary sources as written papers. Journals, government documents, record books, newspapers and theses are therefore commonly used types of primary sources in history classrooms. However, the written word is not the only method by which history has been recorded. Artwork, propaganda posters, photographs, film footage, and audio recordings are also encompassed in the definition of “primary sources.” It is important that different types of primary source media are utilized with a good research question, just as with primary source documents. Sometimes alternative media is preferable to written word, especially when dealing with students of varied learning styles and abilities. For example, a student who learns best through auditory methods might learn more from hearing a speech as opposed to reading one; or a kinesthetic, or tactile, learner may learn more from holding a manipulating a piece of pottery, as opposed to looking at a picture of art (Russell, 2007; Binkiewicz, 2006)

Artwork is another key piece of complete primary source usage. Whether painting, drawing or photography, art acts as a window into the culture and feelings of the past (Russell, 2007). For example, art can be used to teach effectively about the Holocaust. Traditionally, teachers show bleak images of emaciated victims coupled with anguished descriptions of Jewish life in Nazi Germany. Art, however, can be used to emotionally connect with the victims of the Holocaust on another level. While Hitler loved art, he outlawed any form of Jewish artwork. However, several drawings by Holocaust victims have survived; these sketches provide a connection to the political prisoners by giving students a front row seat to explore how the sufferers may have mentally escaped from their torture.

Audio files are an excellent way to engage auditory learners in the study of history. “Historical songs provide listeners with direct commentary, attitudes and emotions expressed by real people in particular historical periods” (Binkiewicz, 2006). In fact, Binkiewicz insists that music should be included in every history teacher’s primary source studies, because it engages the whole student by appealing to their sense of hearing as well as vision. There is no doubt that music is resonant today; iTunes traffic increased by two hundred and forty one percent in 2005 alone (Binkiewicz). The author suggests playing music as an anticipatory set before class starts, such as playing music as the students enter class and prepare for the lesson. She also believes in using music as a transition between different activities; for example, a teacher can play a song relevant to the lesson when students are switching over from listening to lecture to doing an activity. The author also recommends using music as an exit strategy at the end of class, such as playing a relevant song as students leave class for their next lesson. Finally, she advises to use music as a source to study the past, by listening or reading lyrics from the past and connecting the songs to the day’s lesson.

Music is also a natural means to remember material. Children learn their “ABCs” using the melody of “Twinkle, Twinkle Little Star.” Music is a form of a mnemonic device, which can also be utilized in the history classroom. For example, the children’s television show *Animaniacs* (1993) wrote a song about the states and capitals to the tune of “Turkey in the Straw,” and another about the explorer Magellan to the song “Yippie-Ti-Yay.” Music not only helps an individual memorize information, but also help one gain a deeper understanding of a topic (Binkiewicz, 2006). While adding music to the class is time consuming, and requires extra planning, Binkiewicz believes the effort is

justified by the results. Students become more prepared to study other types of sources by practicing on a medium that is enjoyed by most students.

Some studies suggest that fieldtrips be used to augment primary sources (Farmer, Knapp & Benton, 2006). Visiting battle fields, historical cities and museums dedicated to events of the past provides authentic and multidimensional understanding of historical concepts. While there is a lack of research linking fieldtrip experience to retention, experts agree that visiting historic places and museums first hand is just as useful as using primary sources. For example, Farmer (Farmer, et al, 2006) took his class to the George Washington Carver museum where they could see and hold some of his inventions. Farmer found that by visiting the workspace of Carver, the students understood Carver's life's work better than when they simply studied Carver's past in class.

Secondary Sources

While primary sources are worth the effort to utilize in the high school history classroom, secondary sources should not be ignored. Secondary sources are no less reliable than primary sources; in fact, second hand sources are often less biased. Secondary sources, such as textbooks and other nonfiction texts, are typically compiled by historians who research topics by reading several points of view of the same event. Through using and evaluating the observations and thoughts of several sources, textbook authors often produce better and less biased analysis of an event than any first hand account (Barton, 2005).

Textbooks are not the only secondary source useful in the classroom. Videos, and even Hollywood movies, have merit when used properly in the classroom (Marcus & Stoddard, 2007). In fact, the students' favorite source of media is perhaps movies

(Walker, 2006). Films promote historical literacy through visual representations with entertainment value. All films are cultural artifacts that preserve the common feelings and attitudes of the era that produced the movie. For example, a classroom teacher could show both “Birth of a Nation” and “Glory” when studying the Civil War. Both movies focus on race relations during the Civil War; however, due to the time periods in which the films were produced, “Birth of a Nation” preserves the racist sentiment of the early twentieth century, whereas “Glory” more accurately portrays African American contributions to the Civil War. Films require the viewer to become empathetic not only with the subject of the movie, but also the time period that produced the picture. Using this empathy, students can evaluate films for bias, both historical and bias of the filmmakers; analyze events of the past through reenactments; and construct knowledge from social, political and ideological points of view (Walker, 2006).

Multiculturalism and the Disenfranchised

While primary sources can be useful in understanding motives behind famous events, such as the shots fired at Lexington and Concord, or for experiencing history first hand, like the “I Have a Dream” speech, primary sources can effectively be used to shed light on the stories of the historically disenfranchised. Minority groups, women, the poor and politically powerless have all been marginalized by history texts. Typically, historians viewed the opinions of women, the poor and minorities as inconsequential to history, due to these groups’ relative lack of power in society. Due to secondary sources’ shortcomings with regard to the accounts of the forgotten, primary sources become of utmost importance to getting a complete picture of history.

Wooden (2008) effectively used primary sources to introduce the concept of racism to his sixth grade class. Wooden's assignment used the personal writings of Abraham Lincoln to illustrate race relations during the nineteenth century. Secondary source textbooks, especially at the middle school level, tend to portray Lincoln as modern man who looked beyond skin color during a time of rampant racism. The primary sources, however, glean insight into the personal opinions of Lincoln, to prove that racism was very common, even in the North, during the Civil War era. Wooden's students learned that even though history has portrayed Lincoln as a progressive and unbigoted man, he still portrayed the typical prejudices of a Northern white male of his time.

Shedd (2007) emphasizes the importance of including the stories of ordinary people into the history classroom. European historians of the past dismissed the accounts of the poor as negligible because the poor were "the inarticulate masses." The importance of giving a voice to the poor and powerless lays in the fact that the poor and powerless were the majority and had just as large a hand in the creation of human past as the rich and powerful.

Shedd references Peter Burke, who shows that the upper classes intentionally separated their culture from the lower classes, thereby creating a "high culture." While this high culture encompasses the bulk of information in most secondary sources, traditional culture of the "rank and file" of society flourished and impacted the course of history just as heavily as the elites. Essentially, studying these "microhistories" should allow for greater student comprehension of history as a whole. Lyons (2007) even

suggests having students bring in artifacts from their families as a way of integrating the average person's story into the broader study of history.

The histories of women are another opportunity to incorporate primary sources into the history classroom. Crew (2008) quotes a 2004 study by authors Gordy, Hogan and Pritchard, which concluded that textbooks produced by mainstream publishers contained very limited information about women's contributions to history, with the bulk of women's studies focusing only on white women. Crew suggests using primary sources to augment the subject of women's contributions to wartime efforts. Women have played integral roles in military campaigns since the genesis of war; however textbooks are limited in their coverage of women's wartime offerings. When textbooks do include the stories of women in war, typically one or two famous names appear, such as Florence Nightingale or Molly Pitcher, while the rest are left to obscurity. Crew provides a list of five notable, yet forgotten and wartime heroines; she gives advice of where to find primary resources about these women to create a more inclusive study of wartime history.

Farmer, et al, (2006) suggests using field trips and primary sources to enhance multicultural education. For example, reading the autobiographical accounts of George Washington Carver creates empathy in students from the majority culture background, while invoking sympathy in students from minority cultures. In this study, after students read the works of Carver, the class then visited the George Washington Carver Museum, where they could hold, manipulate, and experience his life's work and inventions. Connecting the abstract writings to the concrete objects drew out the students' compassionate tendencies towards struggling groups in America.

While it is incorrect to say that primary sources can overcome the divides in our society, it is safe to assume that primary sources can help create empathy and compassion in students. Through this consideration of minority opinions, students can then construct a more authentic and complete understanding of human history. Primary sources do bridge the gap between textbook analysis and student comprehension. First hand accounts, when used properly, allow students to garner more meaning of history by personalizing the events of the past.

CHAPTER III

PROCEDURES

For the purposes of this project, the academic research process was followed. Formulation of a research question and thesis, proper research techniques and in depth analysis of the sources were all paramount procedures of this project. First, a research question was formulated. In this project, the thesis explored was whether the inclusion of primary source documents in the classroom, when properly utilized, is highly useful to any high school United States' history curriculum. The thesis is specific and provable, which makes it an appropriate subject for a Master's thesis project.

Most of the research for this project was conducted through online databases. Using databases such as ProQuest, ERIC, and EBSCO-Host resulted in a wealth of articles relating to the topic of primary sources in the classroom. The searches were limited to full-text and peer reviewed articles only to minimize the chance of finding unusable research. Unusable resources include non-research based articles and articles lacking a scholarly review prior to publication. Only articles that contained a clear and direct link to the thesis were used for this project. Data that did not agree with the thesis was not omitted; instead, said sources were analyzed, discussed and countered within the project.

After the primary research was conducted, the sources were organized into categories such as "benefits of primary sources," "weaknesses of primary sources," and "types of primary sources." Once sorted, each article was read and important material was highlighted or summarized as notes. After initial rough drafts of the project chapters

were written, additional research following the previous steps was conducted to augment and supplement the project's final draft.

IMPLEMENTATION

I personally plan to utilize this project in several ways. First and foremost, I plan to incorporate the lessons and resources into my United States' history curriculum next year. I will also be sharing my plans and documents with the other teachers in the history department during the planning days prior to the next school year. While the teachers in the department are encouraged to be independent and creative, sharing and co-planning is highly recommended. Finally, if the Auburn School District similarly plans its LID days as in previous years, I would like to present my project during a 90-minute session to history teachers across the district.

The following project can serve many purposes in the academic world. The current plan for this project is to utilize it as a topic of a school district's learning improvement day. Learning improvement days (or LID days) are usually held at the end of August before the official school year begins. LID days are required as part of the continuing education program for "Plan 2" teaching certificates. Plan 2 certificates require teachers to continue attending courses regarding either education as a whole, or their content area, in order to keep their certificate up to date. The courses count as "clock hours" towards the certificates. While Plan 3 certificates are more specific in its requirements, and do not require clock hours to be renewed, and Plan 1 teachers are universally certified upon completion of their initial certificate, all teachers are required to attend LID days or else lose their pay for the day.

This project could be easily adapted into a LID course, as either a full-day LID seminar, or as a portion of a LID rotation. For this project to work as a full-day LID program, it would have to be open to high school, and possibly middle school, social studies teachers only; teachers of other content areas would garner nothing from such a long and content-specific seminar. A portion of the day should be dedicated to the research supporting the use of primary sources in the classroom. Teachers and student alike get more from learning when they understand the objectives of a course. Another segment of the day should be devoted to teaching the lessons in the project, so that teachers not only have lesson plans, but also are adequately prepared to teach the lessons. The final part of the day should be reserved for discussion and brainstorming. Teachers should share other lesson ideas, suggestions for improving lessons, and ways to adapt the lessons for special needs or lower level learners. Collaboration is an exceedingly helpful way for teachers to properly plan and execute lessons. Sharing about trials and errors, offering advice to others, and giving constructive criticism can be extremely helpful for all teachers, especially when it comes to planning. Teachers should not be operating in a realm of complete isolation, and therefore having discussion time during LID days is extremely important.

However, if a district or school does not have an entire day to dedicate to such a content-specific lesson, or if the district does LID days on a rotation schedule, this project could easily be adapted to a shorter seminar. For example, the Auburn School District has two LID days in August, and teachers are expected to visit four 90-minute sessions each day. Shortening this project to a 90-minute session would require minimal adaptation. First, a short amount of time should still be dedicated to the purpose of the

project and the importance of using primary sources in the classroom. The bulk of the session, at least an hour, should focus on the lessons themselves so that teachers are trained in the proper way to utilize the lessons in the classroom. Finally, time should be saved at the end for discussion and suggestions.

The project, while specific to the curriculum used in Washington State, is easily adapted to other states' curricula. Therefore, this project could be published in a national journal. In order for teachers in other states to use this project, some of the primary sources should be changed. For example, when regional specific sources are used, teachers of other states should simply use the same lesson, but find a primary source from their region instead. While this does require more work for the teacher, the project would still be useable and helpful in any United States history classroom.

CHAPTER 4

Lesson Plans

Introduction

While all educators and historians do not necessarily agree on how to implement use of primary sources into the classroom, all agree it is important to use firsthand accounts while teaching. According to the research, when students can make a personal connection to information, the students are more likely to retain the facts, instead of memorizing information until the test is over. Research shows students make a deeper, more authentic connection to events of the past when primary source documents are used. Because the goal of education is to have students learn information for life, and not short-term memorize then dump, it is logical to conclude that using more primary sources can help students retain more knowledge.

The following 13 lesson plans include primary source documents to use in the high school United States history classroom. Each lesson has detailed lesson plans that are easy to use and adapt. The lessons include handouts and actual primary sources for teachers to use, which would minimize the work required for a teacher to use the lessons. This project would be ideal for a handout on an in-service training day.

13 Lessons of Primary Sources
For the High School History Classroom

By Norene Osborne

April 2009

Please note: Images on pages 30-92 have been redacted due to copyright concerns.

Welcome teachers, colleagues and friends!

All too often, we are expected to create our own curriculum from scratch as the resources provided by our districts and textbook manufacturers are inadequate, insufficient and incomplete. Research shows that students learn more authentically when the teacher can create a personal connection for the students to grasp. Primary sources have been proven to provide students with a solid opportunity to construct deeper meaning and form solid, lasting connections with the information.

The following packet includes 13 lesson plans for high school United States history classes. The lessons begin with "Old West" era and go through to modern United States history. Each includes a detailed lesson plan, and in some cases copies of the primary sources suggested for the lessons. Also, the lessons are adaptable. Every lesson could be modified for lower-level students, such as younger grades or students on IEPs, or the lessons could be made more challenging for higher level students. The lessons are easy to customize, plan for, and implement, so feel free to use and adapt these lessons to your needs.

Norene Osborne

Class: United States History I
Grade Level: 10th (mixed with some 11th & 12th)
structor: Osborne

Unit: 1 – Building a New Nation

Title of Lesson: Custer versus Hayes

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: LCD projector, PowerPoint lecture, computer, “Two Views on Native Americans” worksheet

Learner Outcomes: Students will be able to:

- Apply knowledge about Native American treatment during the second half of the 19th Century. to complex thinking questions.
- Analyze the treatment of Native Americans during the second half of the 19th Century.
- Evaluate opinions about Native Americans during the second half of the 19th Century..

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- Students will take notes on the PowerPoint lecture; these notes are for the students to use when studying for the Unit 1 test.
- After the lecture, the teacher will pass out the “Two Views on Native Americans” worksheet and read the instructions. How to augment the worksheet:
 - Require one quote from the excerpts in student answers for questions one through three.
 - Rewrite the questions to contain higher-level verbs, such as “Evaluate Custer’s views on Native Americans” and “Analyze President Hayes’s goals for Native Americans.”

Closure:

Ask questions about Custer and Hayes’ opinions of Native Americans to check student understanding. Discuss the problems in both men’s points of view.

Lesson Extension and Follow-up Activities:

Assign question four as either a creative thinking homework assignment or an extra credit opportunity.

Name: _____ Date: _____ Period: _____

Two Views on Native Americans

American settlers developed strong opinions about the Native Americans they encountered as they moved west. The following excerpts from the writings of George Armstrong Custer and President Rutherford B. Hayes present two views

from the 1870s. Custer was a Civil War hero who went west and was killed fighting the Sioux and Cheyenne peoples at the Battle Little Bighorn in 1876. Hayes became president in 1877. His attitude reflects that of many easterners of the time.

DIRECTIONS: Read the excerpts below, and then answer the questions that follow.

Custer:

...It is to be regretted that the character of the Indian as described in Cooper's interesting novels is not the true one...Stripped of the beautiful romance with which we have been so long willing to envelope him, transferred from the inviting pages of the novelist to the localities where we are compelled to meet with him, in his native village, on the war path, an when raiding our frontier settlements and lines of travel, the Indian forfeits his claim to the appellation of the "Nobel red man." We see him as he is, and, so far as all knowledge goes, as he ever has been, a savage in every sense of the word; not worse, perhaps, than his white brother would be similarly born and bred, but one whose cruel and ferocious nature far exceeds that of any wild beast of the desert. That this is true no one who had been brought into intimate contact with the wild tribes will deny.

From *My Life on the Plains* by General George Armstrong Custer (1872)

Hayes:

...The Indians are certainly entitled to our sympathy and to a conscientious respect on our part for their claims upon our sense of justice. They were the original occupants of the land we now possess....Many, of not most of our Indian wars have had their origin in broken promises and acts of injustice upon our part, and the advance of the Indians in civilization has been slow because the treatment they received did not permit it to be faster and more general. We can not expect them to improve and follow our guidance unless we keep faith with them in respecting the rights they possess, and unless, instead of depriving them of their opportunities, we lend them a helping hand.

...The faithful performance of our promises is the first condition of a good understanding with the Indians....Espesial care is recommended to provide for Indians settled on their reservations cattle and agricultural implements, to aid them in whatever efforts they may make to support themselves, and by the establishment and maintenance of schools to being them under the control of civilized influences. I see no reason why Indians who can give satisfactory proof of having by their own labor supported their families for a number of years, and who are willing to detach themselves from their tribal relations, should not be admitted to the benefit of the homestead at and privileges of citizenship and, I recommend passage of a law to that effect.

From *First Annual Message to Congress* given by President Rutherford B. Hayes in 1877

1. How does Custer view Native Americans? Provide two examples from the text to justify your answer.

2. How does Hayes view Native Americans? Provide two examples from the text to justify your answer.
3. What is President Hayes' goal for the Native Americans?
4. Do you believe Native American leaders would approve of Hayes' plan? Why or why not?

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 2 – The Progressive Era

Title of Lesson: Segregation and the 14th Amendment

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: LCD projector, document reader, “Segregation” book activity.

Learner Outcomes: Students will be able to:

- Demonstrate knowledge of the 14th Amendment and the “Equal Protection Clause.”
- Apply knowledge of the 14th Amendment to the court case *Plessy vs. Ferguson* (1896).
- Evaluate the legacy of *Plessy vs. Ferguson*.
- Appraise if *Plessy vs. Ferguson* accurately represents the 14th Amendment.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- The teacher will project the text of the 14th Amendment and read the Amendment, explaining any difficult or new words.
- The teacher will then project text from the majority opinion of *Plessy vs. Ferguson*, written by Justice Henry Billings Brown.
 - As a class, the students will interpret the opinion and then decide if accurately applies to the “Equal Protection Clause” of the 14th Amendment.
- Once students have a firm understanding of the 14th Amendment, the teacher will pass out the segregation book assignment and students will have the rest of the period to complete the activity.

Closure:

None in addition to the book assignment.

Lesson Extension and Follow-up Activities:

Have the students read Justice Harlan’s dissenting opinion in addition to Justice Brown’s majority opinion. Have the students write about who’s opinion they agree with and why, referencing the “Equal Protection Clause” of the 14th Amendment.

"No State shall ... deny to any person within its jurisdiction the equal protection of the laws."

—Equal Protection Clause of the Fourteenth Amendment

Plessy v. Ferguson (1896)

"The object of the [Fourteenth] Amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either."

—Justice Henry Billings Brown,
speaking for the majority

Name: _____ Date: _____ Period: _____

A man and a woman apply for a job as a shoe sales person. What would the employer have to do to treat these two applicants equally?

Two patients come to a doctor with a headache. The doctor determines that one patient has a brain tumor and the other patient has a run-of-the mill headache. What would the doctor have to do to treat these two patients equally?

Two students try to enter a school that has stairs leading to the entrance. One student is handicapped and the other is not. What would the school have to do to treat these two students equally?

Two students live in the same school district. The students are the same age, but they are different races. What does the school district have to do to treat these two students equally?

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 2 – The Progressive Era

Title of Lesson: Populism and the Wizard of Oz

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: LCD projector, PowerPoint lecture, computer, “The Wonderful Wizard of Oz” worksheet

Learner Outcomes: Students will be able to:

- Demonstrate knowledge of Populist ideals and the Populist platform.
- Apply knowledge of the Populist platforms to a “Wizard of Oz” allegory.
- Discriminate between fact and fiction regarding the allegory and the truth about Populism.
- Analyze the Populist platform.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- Students will take notes on the PowerPoint lecture; these notes are for the students to use when studying for the Unit 2 test.
- After the lecture, the teacher will explain the definition of “allegory” and set up the “Wizard of Oz” allegory for the class.
- Once students understand the concept of “allegory,” the teacher will pass out the “Wonderful Wizard of Oz” activity. Students may work with a partner for approximately 25 minutes on questions 1 and 2.
 - To make the activity more challenging, assign the entire worksheet.
- After 25 minutes, the teacher will regroup the class and go over questions 1 and 2.

Closure:

Allow the students to guess if the allegory is likely true, or likely false. Then the teacher is to explain that the allegory is likely false, but he/she should also explain *why* time was spent on the allegory even though it is likely false.

Lesson Extension and Follow-up Activities:

If time: assign the book as homework, then watch the film in class and have the students compare the two. Or, watch the film and have students take notes on Populist symbols in the movie.

Name: _____ Date: _____ Period: _____

The Wonderful World of Oz and Populism

Stories are sometimes written as allegories—that is to represent real situations in symbolic terms. *The Wonderful World of Oz* is on such allegory. It represented the political, economic and social situation of the 1890s.

This story was written in 1900. Baum had lived in South Dakota for a number of years, lived in Chicago during the Depression of 1893, and supported William Jennings Bryan in the presidential election of 1896. Keep on mind what you have learned about this period in the US (especially about farmers, the Populist Party, and the election of 1896). Read the selections below, and then answer the questions that follow.

- A. "Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmers' wife....When Dorothy looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green...One the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.
"When Aunt Em came there to live, she was a young, pretty wife. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray.
"Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked stern and solemn and rarely spoke.
"It was Toto that made Dorothy laugh, and saved her from growing as gray as her surroundings. Toto was not gray; he was a little black dog."
- B. A cyclone lifts Dorothy and Toto in their house and deposits them "very gently—for a cyclone—in the midst of a country of marvelous beauty [the Land of Oz]."
- C. Dorothy's house has come down on the wicked Witch of the East, killing her. The wicked Witch had kept the little Munchkin people "in bondage for many years, making them slave for her night and day."
- D. The Land of Oz is surrounded by deserts. Dorothy wants to get back to Kansas. So she wants to travel to the Emerald City to see the Wizard of Oz, who she hopes will tell her how to cross the desert back to Kansas. The Wizard has the answers to all questions. Even the witches feel that he "is more powerful than all the rest of them put together."
- E. Dorothy is level headed, human, and innocent, and she thinks quite naturally about others.
- F. Dorothy is directed by the Good Witch of the North to follow the dangerous Yellow Brick Road toward the Emerald City. Dorothy is wearing the magic Silver Shoes formerly owned by the dead Witch of the East. No one understands the power of the shoes. Only at the very end of the story will the Good Witch of the South tell Dorothy: "your silver shoes will carry you over the desert...if you had known their power, you could have gone back to your Auntie Em the very first day you came to this country."

- G. The first person Dorothy meets is the Scarecrow. He feels quite inferior and has a lot of self-doubt, for he thinks he needs real brains to replace the common straw in his head. Later, the Scarecrow is shown to be a very shrewd and capable individual.
- H. Dorothy meets the Tin Woodsman. He was once an independent and hardworking person, but had been put under a spell by the Wicked Witch of the East. Every time he swung his axe it would chop off a different part of his body. Knowing no other trade the Woodsman "worked harder than ever," for luckily in Oz tinsmiths can repair such things. Soon the Woodsman was all Tin. When it rained, the Tin Woodsman, being made of tin, rusted. He had been standing in the same position for a year without moving before Dorothy came along and oiled his joints. He feels he is no longer capable of that most human of sentiments, love. He wants to go with Dorothy to see the Wizard of Oz to get a heart so he can love again.
- I. Next Dorothy meets the Cowardly Lion. People are frightened of his roar, but he is really a coward. He hopes the Wizards will give him courage. When the Lion met the group, he "struck at the Tin Woodsman with his sharp claws but he could not make an impression on the tin."
- J. The group travel toward the Emerald City or answers. The Wizard of Oz appears to be something different to each person of the group, when they meet him. The Wizard asks the group to kill the Wicked Witch of the West.
- K. The Witch of the West sends wolves, then crows, then bees, and finally flying monkeys against the group. The head monkey says, "Once...we were a free people, living happily in a great forest, flying from tree to tree, eating nuts and fruit, and doing just as we pleased without calling anybody 'master.' This was many years ago, long before Oz came out of the clouds to rule over this land." Under the control of evil, the monkeys do evil; under good, they do good.
- L. Dorothy is enslaved by the Witch of the West. "Dorothy went to work meekly, with her mind made up to work as hard as she could, for she was glad the Wicked Witch had decided not to kill her." But eventually Dorothy destroys the Witch by dousing her with a pail of water.
- M. When Dorothy and the group return to the Emerald City, they soon discover that the Wizard has no answers. The Wizard is just a common man and cannot help them.
- N. Dorothy gets back to Kansas by using the power of the silver slippers as she leaves Oz, the Scarecrow reigns over the Emerald City, the Tin Woodsman rules in the West, and the Lion protects the beasts in the grand old forest.

QUESTIONS:

1. What does Baum think of the prairie and life on the prairie? (section A)
2. What do the following represent?
 - a. Land of Oz (section B):
 - b. Wicked Witch of the East (section C):
 - c. Munchkin people (C):
 - d. Emerald City (D):

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 3 – World War I and the Roaring '20s

Title of Lesson: Propaganda Analysis

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: LCD projector, document reader, computer, examples of World War I propaganda posters, and “Propaganda Analysis” worksheet.

Learner Outcomes: Students will be able to:

- Demonstrate knowledge of both “media” and “propaganda.”
- Apply knowledge about what distinguishes propaganda from other forms of media.
- Evaluate an authentic World War I propaganda poster.
- Appraise if propaganda from the 1910s would be successful in the 21st Century.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- The teacher will write notes, using the document projector, about the definition of “media,” examples of types of media, the definition of “propaganda” and the purposes of propaganda.
- The teacher will then project examples of World War I propaganda posters, explaining the first few, but then progressively having the students describe and evaluate the posters.
- Once students have a firm understanding of propaganda, the teacher will pass out the propaganda analysis worksheet.
 - Students will have the rest of the period to write a descriptive paragraph of the poster, to explain the “point” of poster, and then write a 3 paragraph essay about the legacy of the poster.

Closure:

The essay will be completed for homework if students do not finish in class.

Lesson Extension and Follow-up Activities:

Have the students draw their own propaganda posters using the principles discussed in this lesson.

Name: _____ Date: _____ Period: _____

Propaganda Poster Analysis

1. Describe the poster; any pictures, text or design on the poster. MINIMUM of 4 sentences:

2. Explain how the poster encouraged support for the war. Is it trying to recruit men to volunteer? Women? To buy war bonds? Why was it commissioned? MINIMUM of 4 sentences:

3. Write a 3 paragraph essay that analyzes the legacy of the poster. One paragraph should be about if the poster was or was not effective for the time period and why; another paragraph should be about if you believe the poster would be effective today and why; the last paragraph should describe what sort of propaganda poster you believe would be effective in modern times. Each paragraph needs to have a minimum of 4 sentences. (12 points) **Use a separate piece of paper.**

*When you finish, turn in the written essay stapled to the propaganda poster, but keep this assignment in your packet.



(From firstworldwar.com)



Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

structor: Osborne

Unit: 3 – World War I and the Roaring '20s

Title of Lesson: 1920s Advertisements

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: LCD projector, document reader, computer, examples of 1920s advertisements, and “1920s Advertisements” assignment.

Learner Outcomes: Students will be able to:

- Analyze advertisements from the 1920s, and compare them to modern advertising techniques.
- Create their own authentic reconstruction of a 1920s advertisement.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- The teacher will show several examples of 1920s advertisements using PowerPoint and the LCD projector.
- The class will examine the examples, and discuss the techniques of ads as compared to modern advertisements.
- Once the class has a firm understanding of the layout and concept of 1920s ads, they will have the rest of the period to draw their own 1920s style advertisement
 - The product being sold must be authentic to the time period
 - The students may not use modern techniques to sell the product

Closure:

The teacher should continually remind the class to remain faithful to the 1920s style and reinforce the techniques by displaying more examples for inspiration.

Lesson Extension and Follow-up Activities:

The advertisements are homework for the students who do not finish in class. Extra credit opportunities for students who research 1920s radio jingles and then write and perform a jingle for their product.

Name: _____ Date: _____
Period: _____

1920s Consumer Products

Due to the new wealth and production methods of the 1920s, average Americans have now become modern consumers. For the first time, most families could afford goods that were previously seen as luxury goods that many could not afford. Because of this new desire for consumer goods, advertising emerges as a major, money-making industry.

Your job: You are to create an advertisement for a consumer good of the 1920s. Your ad could be for a household appliance, health or beauty product, fashion or even an automobile.

Your ad must have:

- A picture (printed or drawn) of the product
- The name of the product
- 5 reasons why nobody can live without your product
- Suggested retail price of your product
- Locations where your product can be purchased
- Your ad must also be in color

You will have no computer lab time, so if you want a printed picture or typed ad, you must complete this on your own time.

Due: _____

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 4 – The Great Depression & the New Deal

Title of Lesson: Life During the Depression

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: Copies of 1930s Depression-era photographs, and “Depression Journal” assignment.

Learner Outcomes: Students will be able to:

- Analyze Depression-era photographs and draw conclusions about the subjects in the photos.
- Empathize with the victims of the Depression.
- Produce an authentic Depression-era journal entry that describes their photo.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

The previous day’s lecture overviewed the causes of the Depression and daily life for the average American during the 1930s.

Instructional Input/Student Activities:

- The teacher will pass out random 1930s photographs, one to each student.
 - The photos do not need to be completely unique, but there should be at least 10 different photos used for this lesson.
- The class will examine their photo and take notes regarding where the photo was likely taken, what the circumstances are for the subject(s) of the photo, and list emotions stirred by the photograph.
- Once the class has a detailed list about their photo, the teacher should pass out the journaling assignment.
 - Students have the entire period to free-write a journal entry from the point of view of either: a) the subject of the photo, or b) the photographer.
 - The journal entries should be empathetic and accurate to the time-period.

Closure:

The teacher should take a few moments at the end of the period to reinforce the devastation caused by the Depression, and explain how the photographs leave a visual legacy of that desolation.

Lesson Extension and Follow-up Activities:

Extra credit opportunities for students who create their own photo journal of their life.

(next 10 photos from A Great Depression Photo Essay, n.d.)







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Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 1 – World War II

Title of Lesson: Pearl Harbor Primary Sources

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: Copies of Pearl Harbor first-hand accounts, “Pearl Harbor Primary Sources” worksheet.

Learner Outcomes: Students will be able to:

- Use research skills to evaluate the Pearl Harbor primary sources.
- Analyze the impact of the bombing of Pearl Harbor on the United States’ military and civilian population.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- The teacher will put students into six groups; each group will get one primary source written by a survivor of the bombing of Pearl Harbor.
- The group will read the document and analyze its contents while taking notes.
- After fifteen minutes, the students are to return to their seats. A representative from each group will “teach” their source to the rest of the class, while the class takes notes on the “Pearl Harbor Primary Sources” worksheet.

Closure:

The teacher will check for understanding by asking the students how Pearl Harbor led to US involvement in World War II. Students should easily be able to answer this question using the day’s lesson.

Lesson Extension and Follow-up Activities:

For an extra credit opportunity, have students research a local survivor’s story about Pearl Harbor and do a short write up on how the event changed the survivor’s life.

Lieutenant Ruth Erickson, NC, USN

... I was in my room by that time changing into uniform. It was getting dusky, almost like evening. Smoke was rising from burning ships. I dashed across the street, through a shrapnel shower, got into the lanai and just stood still for a second as were a couple of doctors. I felt like I were frozen to the ground, but it was only a split second. I ran to the orthopedic dressing room but it was locked. A corpsmen ran to the OD's [Officer-of-the-Day's] desk for the keys. It seemed like an eternity before he returned and the room was opened. We drew water into every container we could find and set up the instrument boiler. Fortunately, we still had electricity and water. Dr. [CDR Clyde W.] Brunson, the chief of medicine was making sick call when the bombing started. When he was finished, he was to play golf...a phrase never to be uttered again.

The first patient came into our dressing room at 8:25 a.m. with a large opening in his abdomen and bleeding profusely. They started an intravenous and transfusion. I can still see the tremor of Dr. Brunson's hand as he picked up the needle. Everyone was terrified. The patient died within the hour.

Then the burned patients streamed in. The USS Nevada (BB-36) had managed some steam and attempted to get out of the channel. They were unable to make it and went aground on Hospital Point right near the hospital. There was heavy oil on the water and the men dived off the ship and swam through these waters to Hospital Point, not too great a distance, but when one is burned... How they ever managed, I'll never know.

The tropical dress at the time was white t-shirts and shorts. The burns began where the pants ended. Bared arms and faces were plentiful. Personnel retrieved a supply of flit guns from stock. We filled these with tannic acid to spray burned bodies. Then we gave these gravely injured patients sedatives for their intense pain.

Orthopedic patients were eased out of their beds with no time for linen changes as an unending stream of burn patients continued until mid afternoon. A doctor, who several days before had renal surgery and was still convalescing, got out of his bed and began to assist the other doctors.

Captain John E. Lacouture, USN

... The night before Pearl Harbor, I was invited to a party with all the top admirals at the Royal Hawaiian, and Hilo Hattie put on her act and did her dancing and sang her songs, and we had a great time. The mother of a gal that I was with said, "Well, now no need your going back to the ship tonight. Come back and stay at my place. We've got plenty of extra rooms."

So I went out there and about seven o'clock in the morning, she came in and started shaking me. "Wake up, wake up! The Japanese are attacking Pearl Harbor!" I said, "Are you crazy? Go away, I'm sleepy." She finally convinced me, so I jumped in my car and headed towards Pearl, and the roads were almost vacant. There were almost no cars on the road, and I go down to the landing, the officers' landing there, and the gig was waiting there for a captain of one of the other destroyers, which was just going out.

I couldn't believe it. All the battleships are overturned and all smoking, and all I could think of was all my [Naval Academy] classmates and everything, and what had happened to them. The commander who was captain of one of the other destroyers waiting there, his gig was ready. He said, "Jump in," as the ship came by. It had just gotten underway, and as they went down the channel, the Japanese second attack came in so we started shooting at them and they tried to sink the [USS] Nevada [BB-36], the battleship that had gotten underway.....And they were trying to sink it in the channel. I guess one of the young ensigns ran it aground to keep it from sinking in the channel. And at the time they were bombing I think it was the [USS] Pennsylvania [BB-38] that was in dry dock there. And we shot down, oh, at least one of the airplanes, and as we went by, all the planes, the seaplanes and the hangers and everything on Ford Island were burning. Just as we got out to the entrance of the harbor there, we did manage to sink a little Japanese miniature submarine.

Lieutenant Commander S. G. Fuqua

I was in the ward room eating breakfast about 0755 when a short signal on the ship's air raid alarm was made. I immediately went to the phone and called the Officer-of-the-Deck to sound general quarters and then shortly thereafter ran up to the starboard side of the quarter deck to see if he had received word. On coming out of the ward room hatch on the port side, I saw a Japanese plane go by, the machine guns firing, at an altitude of about 100 feet. As I was running forward on the starboard side of the quarter deck, approximately by the starboard gangway, I was apparently knocked out by the blast of a bomb..... When I came to and got up off the deck, the ship was a mass of flames.....

At this time I attempted, with the assistance of the crews of #2 and #4 turrets to put out the fire which was coming from the boat deck and which had extended to the quarter deck. There was no water on the fire mains.....About 0900, seeing that all guns of the anti-aircraft and secondary battery were out of action and that the ship could not possibly be saved, I ordered all hands to abandon ship.

From information received from other personnel on board, a bomb had struck the forecastle, just about the time the air raid siren sounded at 0755. A short interval thereafter there was a terrific explosion on the forecastle, apparently from the bomb penetrating the magazine. Approximately 30 seconds later a bomb hit the boat deck..... The commanding officer of the USS. Vestal stated that 2 torpedoes passed under his vessel which was secured alongside the Arizona, and struck the Arizona.

The first attack occurred about 0755. I saw approximately 15 torpedo planes, which had come in to the attack from the direction of the Navy Yard. These planes also strafed the ship after releasing their torpedoes. Shortly thereafter there was a dive bomber and strafing attack of about 30 planes. This attack was very determined, planes diving within 500 feet before releasing bombs, about 0900. There were about twelve planes in flight that I saw.

Corporal B. C. Nightingale of the U.S. Marine Corps

At approximately eight o'clock on the morning of December 7, 1941, I was leaving the breakfast table when the ship's siren for air defense sounded. Having no anti-aircraft battle station, I paid little attention to it. Suddenly I heard an explosion. I ran to the port door leading to the quarter deck and saw a bomb strike a barge of some sort alongside the Nevada, or in that vicinity. The marine color guard came in at this point saying we were being attacked. I could distinctly hear machine gun fire. I believe at this point our anti-aircraft battery opened up... ..I reached the boat deck and our anti-aircraft guns were in full action, firing very rapidly. I was about three quarters of the way to the first platform on the mast when it seemed as though a bomb struck our quarterdeck. I could hear shrapnel or fragments whistling past me. As soon as I reached the first platform, I saw Second Lieutenant Simonsen lying on his back with blood on his shirt front. I bent over him and taking him by the shoulders asked if there was anything I could do. He was dead, or so nearly so that speech was impossible. Seeing there was nothing I could do for the Lieutenant, I continued to my battle station.

When I arrived in secondary aft I reported to Major Shapley that Mr. Simonson had been hit and there was nothing to be done for him. There was a lot of talking going on and I shouted for silence which came immediately. I had only been there a short time when a terrible explosion caused the ship to shake violently. I looked at the boat deck and everything seemed aflame forward of the mainmast. I reported to the Major that the ship was aflame, which was rather needless, and after looking about, the Major ordered us to leave. I was the last man to leave secondary aft because I looked around and there was no one left. I followed the Major down the port side of the tripod mast. The railings, as we ascended, were very hot and as we reached the boat deck I noted that it was torn up and burned. The bodies of the dead were thick, and badly burned men were heading for the quarterdeck, only to fall apparently dead or badly wounded.

I made my way to the quay and started to remove my shoes when I suddenly found myself in the water. I think the concussion of a bomb threw me in. I started swimming for the pipe line which was about one hundred and fifty feet away. I was about half way when my strength gave out entirely. My clothes and shocked condition sapped my strength, and I was about to go under when Major Shapley started to swim by, and seeing my distress, grasped my shirt and told me to hang to his shoulders while he swam in. We were perhaps twenty-five feet from the pipe line when the Major's strength gave out and I saw he was floundering, so I loosened my grip on him and told him to make it alone. He stopped and grabbed me by the shirt and refused to let go. I would have drowned but for the Major. We finally reached the beach where a marine directed us to a bomb shelter, where I was given dry clothes and a place to rest.

Lieutenant Commander T. T. Beattie

About five minutes to eight I was in the wardroom just finishing breakfast, when word came over the loud speaker from the officer-of-the-deck, "away fire and rescue party." This was followed immediately by a second announcement over the loud speaker, "Japanese are attacking, all hands General Quarters," and the general alarm was rung.

I heard several dull explosions coming from other battleships. Immediately I left the wardroom and ran up the starboard passageway to the bridge. The Captain was just ahead of me and proceeding in the same direction.

At this time the ship listed at least five or six degrees and was steadily listing more to port. The Captain and I went to the conning tower, our battle stations, and at this time dive bombing attacks started to take place and numerous explosions were felt throughout the ship. Upon testing our communications with central station and to the guns we found they were disrupted. I suggested to the Captain as long as no communications were in the battle conning tower that we leave there and attempt to establish messenger communication and try to save the ship. We went out on the starboard side of the bridge discussing what to do. During all this time extremely heavy bombing and strafing attacks occurred. The ship was constantly shaken by bomb hits.

The Captain doubled up with a groan and stated that he had been wounded. I saw that he had been hit in the stomach probably by a large piece of shrapnel and was very seriously wounded. He then sank to the deck and I loosened his collar. I then sent a messenger for a pharmacist's mate to assist the Captain.

Just then the USS Arizona's forward magazines blew up with a tremendous explosion and large sheets of flame shot skyward, and I began to wonder about our own magazines and whether they were being flooded. I posted a man with the Captain and went down to the forecastle where a number of the crew and officers had gathered. I got hold of a chief turret captain to check immediately on the magazines and to flood them if they were not flooded at this time. Large sheets of flame and several fires started aft. Burning fuel oil from the USS Arizona floated down on the stern of the ship. Just then the gunnery officer, Lieutenant Commander Berthold, came aboard and I asked him to try to flood the forward magazines. Shortly thereafter I was informed that the after magazines were completely flooded but that they were unable to flood the forward magazines as the water was now almost to the main deck.

At about this time a large oil fire swept from the USS Arizona down the port side of the USS West Virginia. We had no water on board as the fire mains and machinery were out of commission and we were unable to do any fire fighting at all. I got into a motor launch to go to the stern of the ship to investigate the fire. The smoke was so heavy that I could not see aft of the bridge. As I got into the boat a sheet of flame swept on top of us and we barely managed to get free of the fire. I then had the boat take me aft. The burning oil on the water swept by the ship and I managed to return to the quarterdeck. I realized then that the ship was lost.

The attack lasted approximately thirty minutes. We were able to fire all our ready ammunition on the anti-aircraft batteries, but were unable to replenish it as the ship was flooded. I then told the men on the quarterdeck, with the exception of a small working party, to leave the ship. I believe at this time that all the wounded had been taken off the ship and it was extremely dangerous for anyone to remain aboard; that nothing could be done to save the ship and shells from the secondary batteries were constantly exploding due to the intensive heat of the fire midships

Pay Clerk D. L. Westfall

At the time of the attack I was in my room shaving. The word was passed "Away Fire and Rescue Party;" just as I was leaving my room the second word was passed for all hands to man their General Quarters Stations closely followed by a shock of a hit. I glanced at my clock as I was leaving my room and noticed the time was a few minutes before 8:00 A.M.

I started for my station in Radio Central; as I was passing along the third deck up a port ammunition passageway, I felt two more hits. The lights went out in the passageway except for one battle light and two panel lights in the boat crane machinery space.

By the time I reached the compartment abreast the armory the ship had picked up a 10-15 list to port; there were a couple of battle lights on in this compartment. Water and oil were bubbling up along the junction of the bulkhead and deck of the electrical work shop, port side. Repair personnel were busy closing watertight doors.

When I reached Radio Central, personnel there had just started evacuating on the orders of the Communication Watch Officer. Radio equipment apparently was out of commission as I noticed many pieces of equipment knocked over or dangling by wires. Back up on the third deck all lights were out and only a few flashlights were available. About this time the word came along from man to man to "Abandon Ship." I helped a partially incapacitated man to the second deck and then joined in a line passing injured men along to the ladder by the dental office. I lost all knowledge of time while here, but after some minutes, Ensign McClelland, who was beside me in the line, said he was feeling faint and then collapsed. I noticed other men dropping around me. I stooped over to pick up Mr. McClelland but when I stooped over I got dizzy and fell. I seemed to be paralyzed from the waist down, had great difficulty breathing, but had enough strength in my arms to drag myself to the ladder and up a couple of steps before collapsing completely [fuel oil fumes are mentioned on other ships as being cause for such collapses].

After passing out I had only flashes of consciousness until mid-afternoon. When I recovered I was at the Naval Air Dispensary on Ford Island. Shortly thereafter I joined a bunch of men going over to BOQ [Bachelor Officers Quarters] at the Air Station and started a check on survivors from the supply department.

Class: United States History II

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

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Unit: 1 – World War II

Title of Lesson: Japanese Internment

Implementation Time: 2 class periods (approximately 108 minutes)

Materials Needed: Copies of Executive Order 9066, “Evacuation Order Form” worksheet, evacuation notice, document projector, computer, LCD Projector, copy of the US Constitution, “Internment and the Constitution” worksheet.

Learner Outcomes: Students will be able to:

- Analyze Executive Order 9066.
- Empathize with the interned by planning what they would bring if interned.
- Evaluate the reasons behind 9066, and argue the Constitutionality of the order.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

DAY 1

- The teacher will pass out copies of Executive Order 9066 and project up an evacuation notice from the Seattle area.
- The class will read the order and analyze its meaning.
- Once the class understands the order, the teacher will give a brief lecture about Japanese Internment.
- At the end of the period, the teacher will pass out the “Evacuation Order Form” worksheet for homework.
 - Students are to make a list of what they would bring with them if they were interned.

DAY 2

- The teacher will pass out copies of the Constitution and “Internment and the Constitution” worksheet.
- The students will answer the questions, in complete paragraphs, arguing the constitutionality of Japanese Internment.
 - Using the Constitution, students are to decide if Roosevelt’s actions were constitutional or not.
 - This is essentially an essay that has been broken up into three body paragraph pieces; there is no introductory or concluding paragraph.

Closure:

The teacher should take a few moments at the end of the period to hear arguments from both sides. After all students have given their opinion, the teacher is to introduce the series of Supreme Court cases, the final of which overturned Executive Order 9066 as unconstitutional.

Transcript of Executive Order 9066: Japanese Relocation Order (1942)

Executive Order No. 9066

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104);

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military

area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt

The White House,

February 19, 1942.

Transcription courtesy of the [History Matters](#) project.

Page URL: <http://www.ourdocuments.gov/doc.php?doc=74&page=transcript>

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Transcript of Executive Order 9066: Japanese Relocation Order (1942)

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The President

Executive Order

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Evacuation Order Form

You and your family have been ordered to report for immediate evacuation to an unknown destination. Answer the following items.:

A. YOUR PERSONAL BELONGINGS: You are allowed to bring with you five items in one suitcase, not to exceed 25 pounds. List what you would bring:

- 1.
- 2.
- 3.
- 4.
- 5.

B. CAMP LIFE: What five things do you think camp life should include so you and your family can live comfortably:

- 1.
- 2.
- 3.
- 4.
- 5.

C. PERSONAL ARRANGEMENTS: What property of *yours*, not your parents or siblings, must you make arrangements for? (ie: piano, car, pets, etc...)

- 1.
- 2.
- 3.
- 4.
- 5.

Class: United States History II

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 1 – World War II

Title of Lesson: A-Bomb Primary Sources

Implementation Time: 2 class periods (approximately 108 minutes)

Materials Needed: Copies of scientists' opinions of the A-bomb, copies of Japanese A-bomb survivors testimonies, "Primary Sources" worksheet, "Morality or Necessity of the A-Bomb" essay assignment
(*sources were omitted from this project in the interest of length*)

Learner Outcomes: Students will be able to:

- Use research skills to evaluate one source from each category (scientist and survivor).
- Construct a complete picture of the scientific community's opinion of the atom bomb.
- Empathize with survivors, and how their lives changed after the bombings.
- Evaluate both the necessity and the morality of the atom bomb.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

DAY 1

- The teacher will put students into six groups; each group will get one primary source written by a scientist about the atom bomb.
- The group will read the document and analyze its contents while taking notes.
- After fifteen minutes, the students are to regroup, with one member of each of the other five groups.
 - Students will "teach" their source to the rest of the group, who will take notes about each source on the "Primary Sources" worksheet.

DAY 2

- The teacher will put students into six groups; each group will get one primary source written by a survivor about the dropping of the atom bomb on Hiroshima and Nagasaki.
- The group will read the document and analyze its contents while taking notes.
- After fifteen minutes, the students are to regroup, with one member of each of the other five groups.
 - Students will "teach" their source to the rest of the group, who will take notes about each source on the "Primary Sources" worksheet.

Closure, Lesson Extension and Follow-up Activities:

For homework after day 2, the students should write an essay to the "Morality or Necessity of the A-bomb" essay prompt, using their newly researched primary sources. Depending on the level of the class, the essay could be strictly a homework assignment, or be extended into two or three days of in-class writing time.

Name: _____ Date: _____ Period: _____

Manhattan Project Primary Sources

Title of Document:

Author of Document:

Summarize the Document:

What is the Author's Opinion about the Bomb?

Based on THIS DOCUMENT ALONE (and ignoring what you know about the aftermath of the bomb), should the US drop the atomic bomb? Why or why not?

Name: _____ Date: _____ Period: _____

Hiroshima/Nagasaki Primary Sources

Name of Victim:

Location of the Victim when the Bomb Dropped:

Summarize the Testimony:

List three key details about the destruction of the bomb from the testimony.

•

•

•

Based on this document, what was the overall effect of the bomb on the victim?

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 3 – A Time of Upheaval

Title of Lesson: Political Cartoons of the Vietnam War

Implementation Time: 1 class period (approximately 54 minutes)

Materials Needed: “Political Cartoons and the Vietnam War” handout.

Learner Outcomes: Students will be able to:

- Analyze the contents of political cartoons.
- Explain the contents of political cartoons.
- Create their own authentic Vietnam War-era political cartoon.

Anticipatory Set:

Students will fill out their packet coversheet and wait for further instruction.

Instructional Input/Student Activities:

- The teacher will pass out the “Political Cartoons and the Vietnam War” packet.
- The teacher will guide the students through the first page, which explains the components of a political cartoon.
- After students understand the elements of political cartoons, they will practice explaining and analyzing a cartoon that criticizes the Johnson administration.
 - Once the students finish their analysis, the teacher will lead the class in a discussion of the cartoon to check for understanding.
- Once students have a firm concept of political cartoons and their contribution to “home front” of the Vietnam War, they will create their own authentic political cartoon that is either critical or supportive of the US government.

Closure:

The teacher will check for understanding by circulation around the room, making sure students are creating cartoons authentic to the era.

Lesson Extension and Follow-up Activities:

For an extra credit opportunity, have students research more cartoons from the time period to analyze.

Name: _____ Date: _____ Period: _____

Vietnam Political Cartoons

Political, or editorial, cartoons have been printed in newspapers as long as there have been newspapers. These cartoons will not be found on the “funny pages” and are not meant as amusement, but rather are satirical commentaries on society, culture, the economy and politics.

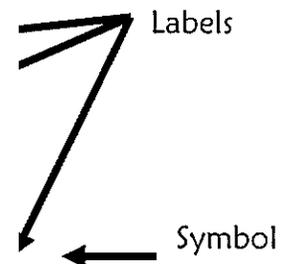
Editorial cartoons tend to include most, if not all, of the following features:

1. Caricatures: Drawings of people where their features are exaggerated.
2. Labels: Words or symbols that indicate who or what something is if the drawing is not clear enough
3. Caption: The “punch line” or point of the cartoon.
4. Dialogue: Communication between the characters in the cartoon
5. Symbols: Pictures that do not look like what they are, but rather represent a part of the editorial.

Part I

Here is an example that includes most features found in editorial cartoons.

Caricature



Caption

This cartoon includes:

- Caricatures of Saddam Hussein, Michael Jackson and OJ Simpson
- Labels for OJ, Saddam Hussein, and the book about Alger Hiss
- A book that symbolizes the trial of Alger Hiss in the 1950s
- A caption explaining the “point” of the cartoon

This cartoon does not include any dialogue.

The “point” is OJ, Michael Jackson, and Alger Hiss were all at the center of “Trials of the Century,” and they are now sitting back and enjoying another media-hyped trial.

Part II

For the following cartoon:

- Label any caricatures, symbols, labels, dialogue, and captions
- Describe the picture below (who's in it, what does it show)
- Explain the "point" of the cartoon (what is it saying?)

Part III

On a blank piece of paper, draw your own political cartoon that centers on the Vietnam War. Your cartoon *must* include:

- All five characteristics of an editorial cartoon
- An explanation of any ambiguous symbols
- A brief paragraph on the back of the cartoon that explains the point or message of the cartoon

Your cartoon:

- Must be drawn neatly
- Does not have to be colored, but can be
- Should be easy to figure out by the rest of the class

Class: United States History I

Grade Level: 10th Grade (mixed with some 11th and 12th)

Instructor: Osborne

Unit: 4 – A Changing Society

Title of Lesson: Modern US President Project

Implementation Time: 5 class periods for research, 4 class periods for presentations

Materials Needed: “Modern US President Project” handout.

Learner Outcomes: Students will be able to:

- Explain the major events of their chosen era’s presidency.
- Analyze the effectiveness of their president.
- Create and design a lecture and an activity to teach the class about their president.
- Evaluate the overall effectiveness of their presidency.

Instructional Input/Student Activities:

The teacher will pass out the “Modern US President Project” assignment.

- Students are pre-assigned a president, thereby forcing students to work with classmates they never have worked with before.
- The teacher will explain the “point” of the project, and details of the assignment and answer any questions the class may have.
- The students will spend five days in class researching their president and the era of his presidency, using both book resources and the Internet.
- Students are expected to use 5 primary sources in their presentation, including pictures, quotes, and writing excerpts.
- After the research is completed, and the projects are ready to be presented, all groups are checked off for completion
 - Groups may not earn full points if they are not prepared on the first day of presentations.
- Two groups per day will teach the class their lecture and have an assignment that reinforces the concepts taught in the lecture.
 - Students should emphasize their primary sources during the presentation.

Closure:

The teacher will check for understanding at the end of the presentations, and augment any possible missing material.

Lesson Extension and Follow-up Activities:

The information from the presentations is included on the semester final.

The Modern United States

Often the best way to learn is to teach. In groups of 4 (7 groups total—no more, no less!) will be assigned a president from Nixon to George W. Your group will be responsible to become an expert on that president. You will have 5 days to research and prepare. You must use *at least* 2 primary sources. On a pre-determined day, your group will need to teach the rest of the class about your president. You must fill approximately 20 minutes of a class period (about half).

Your presentation must include:

- A *short* biography of the president
- An overview of his presidency
- An explanation *in detail* about two specific major events during his presidency
- A notes sheet for the rest of the class
- Some sort of activity, assignment or game
- Some sort of visual aid(s)

All notes sheets must be to Mrs. Osborne by _____ for copying.

All information is due on _____ even if you do not present until later!

POINTS: 50—Presentation
 25—Worksheets & Visual Aids
 75—Quality of Information

TOTAL: 150 Points

Richard Nixon: *Watergate, Visiting China*

Gerald Ford: *Helsinki Accords, Pardoning Nixon*

Jimmy Carter: *Iranian Hostage Crisis, Camp David Accords*

Ronald Reagan: *Iran Contra Affair, Reaganomics*

George HW Bush: *Desert Storm, Invasion of Panama*

Bill Clinton: *Impeachment Trial, NATO Bombing on Yugoslavia*

George W. Bush: *Election of 2000, September 11th, 2001*

Online Resources for Local Primary Sources

Introduction

Often, the most difficult part of creating lessons for and using primary sources in the classroom is finding quality documents. Prior to the Internet, teachers' only option was to spend hours of research in a library to find unique sources, or be forced to use what came with their district-approved textbooks and associated materials. The Internet, however, has streamlined the research process. Search engines put millions of resources at the fingertips of Internet users, minimizing research time from days to seconds.

However, blindly searching the Internet can produce inauthentic and useless materials. Because of this, teachers need to share good resources, as well as be trained in proper Internet searching techniques. Below is a list of Internet resources for various demographic groups in Washington State, as well as quality websites dedicated to American history primary sources. Most site contains primary sources that are specific to Pacific Northwest minority groups. The rest are devoted to local regions of the state. Everything on the following sites is authenticated and peer reviewed. Also, many of the following websites are associated with museums and other organizations that offer field trips and teacher resources in addition to quality information.

Resources and Annotations

African Americans:

African Americans and Seattle's Civil Rights History

<http://depts.washington.edu/civilr/African%20Americans.htm>

The Seattle Civil Rights and Labor History Project is funded by the University of Washington, and focuses on the civil rights movement in the Pacific Northwest. The site includes videos of oral histories told by Seattle-area residents who participated in the historical movements, research reports, photo collections, document collections and various other resources and links related to the topic of civil and labor rights in the Pacific Northwest. Also, the site includes links to Asian American, Latinos, and Urban Indian sites documenting their unique contributions to the civil and labor rights movements.

African American Heritage in King County: A Rich Legacy
<http://www.metrokc.gov/exec/bhm/heritage.htm>

King County's webpage dedicated to Black History Month is divided into several pages, each devoted to a different part of African American heritage in the United States. One page focuses on the contributions of African Americans to King County, Washington; while other pages center on African American artwork, bibliographies, links and other resources on the topic.

Asian Groups:

Asia Pacific Cultural Center
<http://www.asiapacificculturalcenter.org/>

The Asia Pacific Cultural Center located in Tacoma, WA is dedicated to Asian Americans in Washington State. The site includes articles, documents, and information all available to educators. Also, the center produces dozens of programs and events, which provide excellent field trip opportunities.

Densho – Japanese-American Legacy Project
<http://www.densho.org/>

Densho is dedicated to the stories and experiences of Japanese-Americans interned during the Second World War. The site includes pictures, documents, first-hand accounts, and teacher resources all on the topic of Japanese internment. The site is biased towards the Japanese account, and focuses on refuting the government's actions and claims about internment; the site also calls the historical event "Japanese American Incarceration." Even though there is bias, this site contains a myriad of resources and pictures for the classroom.

Chinese Immigration of the Columbia Basin
<http://www.vancouver.wsu.edu/crbeha/ca/ca.htm>

Washington State University's Vancouver campus has compiled several resources, both primary and secondary, documenting the Chinese experience in Washington history. The site chronicles the ebb and flow of "White-America's" attitude towards the Chinese immigrants, and includes dozens of photographs and other primary source documents, as well as a complete bibliography of where additional resources can be found.

Asian Americans – Chinese Immigration
<http://www.asianamericans.com/ChineseImmigration.htm>

While this site is more of an encyclopedic resource than a depository of primary sources, it does include a few quotes about Chinese immigration to the Pacific Northwest, as well as links to other resources.

Hispanics:

Miracle Theatre
<http://www.milagro.org/>

The Miracle Theatre Group in Portland, Oregon is dedicated to Latino arts in the Pacific Northwest. The theatre group performs Spanish and English language plays written by Hispanic authors, both globally located and residents of the Pacific Northwest. While justifying a field trip to Portland is difficult for most districts in Washington state, school districts close to the Oregon boarder can utilize Milagro as a wonderful field trip experience.

El Centro de la Raza

<http://www.elcentrodelaraza.com/index2.htm>

El Centro de la Raza of Seattle, Washington is built on the principle of interracial relations in the Pacific Northwest. The site not only promotes the well being of Hispanics in the area, but is also dedicated to other minority groups, as well as racial harmony in the greater Seattle area. Raza has an afterschool program for students, as well as several teacher resources and links for educators.

Native Americans:

Columbia Gorge Tribes

<http://www.columbiagorge.org/>

This coalition website is produced by several Columbia gorge tribal groups. The site includes many different primary sources and other resources for students and teachers. The coalition also has a museum with Native artifacts and other exhibits well worth the trip to Stevenson, Washington.

Yakama Tribe

<http://www.yakamamuseum.com/showpage.php?pageid=904f27cb>

The Yakama Nation Cultural Heritage Center maintains a website with resources for educators about the Yakama tribe. The tribe also maintains a museum and a theatre, both of which are open to schools for field trips.

Muckleshoot Tribe:

<http://www.muckleshoot.nsn.us/>

The Muckleshoot Tribe of Auburn, Washington has focused on rebuilding its tribe in the past half-century, including hiring experts to resurrect its dying language and other cultural heritage programs. The tribe's website includes teacher resources on the group, as well as links to other tribes in the area. The tribe also has several small museums open for field trips.

Puyallup Tribe:

<http://www.puyallup-tribe.com/>

The Puyallup Tribe of Puyallup, Washington keeps a website that includes resources for education opportunities in the areas of the Puyallup language and the video "We the People," which links native rights to the United States' Constitution.

Scandinavians:

Scandinavian Studies

<http://depts.washington.edu/scand/>

Scandinavian immigrants, from countries such as Sweden and Norway, are heavily represented in the Pacific Northwest. This University of Washington website is dedicated to the history and heritage of Scandinavian immigrants in the state of Washington. The site includes historical references and other resources for educators to use, as well as links to other websites.

Nordic Heritage Museum
<http://www.nordicmuseum.com/>

The Nordic Heritage Museum of Seattle, Washington has a website with a plethora classroom resources free to educators. Also, the museum has rotating exhibits that are open to schools for field trips.

Miscellaneous Websites:

Library of Congress
<http://memory.loc.gov/ammem/index.html>

The Library of Congress' website is one of the most comprehensive sources of primary documents, teacher resources, and historical artifacts on the Internet. While this site is obviously not Pacific Northwest-specific, the content of the site is invaluable for every social studies teacher in the United States.

Columbia River Basin Museum
<http://www.ccrh.org/index.htm>

The Center for Columbia River History maintains a website dedicated to the preservation and promotion of the Columbia River Basin history. The site is run in conjunction with Washington State University Vancouver, Portland State University and the Washington State Historical Society. On the website, there is a curricula section, oral histories, other resources and links to student projects from the universities, all of which are available to educators' use in their classrooms.

White River Valley Museum
<http://www.wrvmuseum.org/>

The White River Valley Museum is a small museum in Auburn, Washington that is dedicated to the Auburn, Black Diamond, Kent and Covington area. The museum has rotating exhibits, such as World War II propaganda posters and authentic mining and farming equipment from the era of development of the valley. The museum is not only good for field trips, but often gives free resources to teachers in the area to use in tandem with the museum's exhibits.

Museum of History and Industry
<http://www.seattlehistory.org/>

The Museum of History and Industry is wholly dedicated to the preservation of Seattle-area history. The site includes photos and other primary sources, information about current exhibits, videos and films on Seattle history, and a whole teacher-resource section.

Washington State Historical Society
<http://www.wshs.org/>

The Washington State Historical Society, which is run in conjunction with the Washington State History Museum in Tacoma, the Capital Museum in Olympia, and the Washington State Research Center in Tacoma, contains a wealth of resources for teachers, including primary source documents and photos, curricula and lesson plans, and field trip opportunities to all three facilities.

Black Diamond Museum of History
<http://www.blackdiamondmuseum.org/>

The Black Diamond Museum of History was built in 1976 in hopes to preserve the historic buildings of the old coal mining town. The museum hosts tours for schools

of historic places in the town, as well as field trips to the museum itself. Also on the website is information about the history of the town, including an extensive photo gallery.

Burke Museum

<http://www.washington.edu/burkemuseum/>

The Burke Museum of Natural History is a part of the University of Washington campus in Seattle, Washington. This webpage and the museum offer many resources to teachers who wish to take history across the curriculum into the natural and life sciences. The museum includes tours and summer programs for hands-on teaching experience, as well as many printable resources and “Burke Boxes” that contain touchable artifacts to augment lessons.

Concrete Logging Heritage Museum

<http://www.stumpranchonline.com/concreteheritagemuseum/>

The Concrete Museum of Concrete, Washington is open to preserve the logging and railroad heritage of northwestern Washington. The museum sponsors tours of the area, field trips for schools, and has many hands-on exhibits. The website contains many authentic primary photographs from the history of the town. The site is maintained by volunteers, and is not the most complete or useful. However, the potential for field trips is excellent.

National Archives – Education Index

<http://www.archives.gov/education/index.html>

The National Archives education webpage contains an extremely large collection of resources for students and teachers. The Archives is completely dedicated to American history, and therefore is an excellent place to find primary sources. Not only

does the Archives provide sources, but it also has many lesson plans that were written for specific sources. The site also has a wonderful student page for further exploration and learning experiences.

Best History Sites

http://www.besthistorysites.net/USHistory_Immigration.shtml

The “Best History Sites” is simply an annotated links page. It includes links and descriptions of websites that have been reviewed by educators and historians to be authentic and accurate websites for history education.

Internet Modern History Source Book

<http://www.fordham.edu/halsall/mod/modsbook.html>

Fordham University’s Internet Modern History Source Book is perhaps the most complete depository of primary sources on the Internet. The sources are divided into historical eras, many of which are American history specific; the site also includes global primary sources as well. As useful as a site this is, teachers should not go to this site without an idea of what source they are looking for; the content is so broad, and the number of sources is so high, that blind searching is quite overwhelming.

CHAPTER 5

SUMMARY

Primary sources are an important tool in the history teachers' arsenal. Primary sources, such as historical documents, journals, newspapers, photographs, artwork and music, create a better idea of that time in history, allowing modern-day students of history to experience the past in a more meaningful and personal way. Firsthand accounts of history allow for students to construct deeper knowledge of history.

Many teachers are dissatisfied with the materials and resources provided within their districts' approved textbooks. These sources are not inaccurate, but are often incomplete. Typically, the bulk of primary sources included in the texts are relegated to small paragraphs or even one or two sentences. The source material is too little to offer an adequate means to analyze the information. Also, the information included in textbooks is typically incomplete. For example, the book may include a quote from General Custer and President Hayes about Native Americans, but the book may not include a quote from a Native leader from the same era. Minority groups, women, and the "common person" are often ignored in favor for the victors of history. In essence, United States history curriculum in most schools is incomplete, and augmenting curriculum with primary source supplements is an ideal change.

The research overwhelmingly concludes that the benefits of using primary sources in the classroom far outreach the possible difficulties of their misuse. Using documents improperly by poorly choosing sources, establishing poor research questions or not training students about how to properly use primary sources will never lead to deeper understanding of history. However, when teachers follow good research practices when creating lessons involving primary

sources, and teachers adequately prepare their students to use primary source documents, then students will garner a deeper and more complex understanding of historical concepts.

Primary sources can be used in several ways in the high school history classroom. Using journal entries, government documents and other historical texts gives students insight into the thoughts and reflections of both historical figures and everyday people of the past. Using artwork, photographs, and music from the past allows for students to make deductions about the popular culture, and therefore the everyday lives, of historical people. Ultimately, primary sources allow for a holistic understanding of history; firsthand accounts give insight into the political, economic, social, intrapersonal and cultural arenas of the past.

For this project, typical research methods were followed. Only scholarly articles from peer reviewed journals were used. Also, only data that could be verified by other sources was used; outliers were not included in the research to prevent overcomplicating of the project. As for the primary sources and pictures themselves, they were all obtained from public domain websites, as to not infringe on any copyrights.

This project is intended to be used, not simply read and discarded. The ultimate goal of the lesson plans is for them to be reproduced for a district in-service day and given to colleagues to use in their classrooms. The lesson plans are easy to adapt to any secondary student level and the sources could be easily swapped with others to make the lessons more applicable to any teachers' current curriculum. The annotated bibliography is an excellent source to find other primary sources, especially from Washington State and minority group sources.

Recommendations

The research proves that primary sources are integral to the high school social studies classroom; however, these types of documents are underutilized and improperly used by many

teachers. Therefore, school districts need to take more initiative to train teachers and implement primary source based curriculum in the classroom. Districts should begin more professional development for social studies teachers. Due to the increase in inservice and waiver days, there is ample time to integrate training for teachers in the usage of primary sources. Also, universities should do more preparation for future teachers in the implementation of first hand documents into high school curriculum. If teachers left college with more training in the proper use of primary sources, then the districts would not need to include as much professional development.

All of these lesson plans come directly from my own classroom and all work well in the classroom. I have found that students enjoy seeing items from the past, manipulating objects, and to reading the words of real people, rather than studying sterile stuffy textbooks. While the curriculum I have created has not yet led to a 100 percent pass rate of my students, I find they are likely to remember what we learned beyond the unit test.

That being said, I am always looking to change and grow. In doing this project, I have learned that I rely too heavily on expecting the students to simply understand what to do. I need to teach more on how to use a primary source, how to analyze, and how to draw conclusions. With regard to the project itself, I would include more local sources and sources from the disenfranchised. The material was ample, but by trying to include all sorts of sources for the purposes of just one projected proved difficult. However, this project could be easily adapted into different projects, such as including primary source lessons only on women, minorities, or local sources.

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