

Part I: Thematic Primary Source Set


Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: World War I Armistice

Grade Level and Subject Area: Eighth Grade United States History

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Richmond daily register. (Richmond, Madison County, KY)</p> <p>Date Created/Published: November 11, 1918</p> <p>http://chroniclingamerica.loc.gov/lccn/sn86069168/1918-11-11/ed-1/seq-1/</p>

Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question: How was World War I experienced at home in the United States?

Objective(s): The students will be able to describe some of the attitudes, concerns, and hopes of people living in the United States at the end of World War I.

Standard(s) Addressed:

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Procedure(s):

1. Having previously read and analyzed the front page of the Nov 11 issue of the *Richmond Examiner*, the students will be assigned one of the advertisements or community interest pieces to examine and analyze using the Library of Congress Primary Source Analysis Tool Worksheet.



- a. The students should be placed into groups of 2-3 for this activity. The students should be provided with about fifteen minutes to complete the analysis.
2. When groups have finished their analysis, each group will have a spokesperson to briefly describe each advertisement and explain the group's analysis, observations, questions, and reflections from [the Primary Source Analysis Tool Worksheet](#).
 - a. The teacher will ask each of the groups to respond to the questions below:
 - i. *What does this tell us about life in Richmond, KY during this time?*
 - ii. *What kind of people do you think read this section of the paper?*
3. As an out of class assignment at the end of the first day, have the students write a description of a fictitious person who might have read this newspaper the day that it came out. This would serve as the assessment for the lesson for the students.
 - a. The teacher should instruct the students to imagine their character(s) reacting to the front page as well as to one of the sections on later pages in the newspaper.
4. On a subsequent day in class, the teacher should allow all of the students either individually or as groups, time to put together short skits based around their characters reading this newspaper.
 - a. If possible, you would need to have one or two large printed copies of the paper which the students can use as a prop.
5. The teacher can then take volunteers to reflect on why they chose the particular character that they created and relate excerpts from the newspaper that inspired aspects of the character.

