TPS Professional Development Activity

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Title of Activity	Using Primary Sources in Argumentative Writing
Overview	Understanding how to effectively analyze primary sources and use them to support an argument. These skills are put into action as participants use primary sources to argue in favor of/against the use of the atomic bomb in WWII.
Essential or Investigative Question	How can we successfully analyze and use primary sources in across subject areas?
Audience	**This activity is best suited for educators***:* • *Grades 6-8* • *Grades 9-12* **Within the following content areas***:* • *English/ Language Arts* • *Social Studies/ Social Sciences*
Time	*1 ½ hours*
Goals	• Recognize primary sources • Understand how to evaluate primary sources • Use primary sources to support an argument
Standards	ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers • 4a: Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. • 6a: Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
Objectives	By the end of this PD Activity, participants will be able to: • Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study. • Describe examples of the benefits of teaching with primary sources. • Analyze a primary source using Library of Congress tools. • Analyze a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools.

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Primary sources from loc.gov:

Title: *Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Jap[anese] acceptance of Allied surrender terms with waving flags and a rain of paper*
Date created/published: 1945 August 14.
Creator/Author: Forms part of: New York World-Telegram and the Sun Newspaper Photograph Collection (Library of Congress).
URL: https://www.loc.gov/resource/cph.3c35620/
Type: Photograph

Title: *Experiencing War, Stories from the Veterans History Project. Pearl Harbor 70th Anniversary: James Mitsuo Furukawa*
Date created/published: October 26, 2011
Creator/Author: Terry Shima
URL: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.08091/
Type: First-hand account

Title: *Experiencing War, Stories from the Veterans History Project. Pearl Harbor 70th Anniversary: Raymond Barron Chavez*
Date created/published: October 26, 2011
Creator/Author: Carl Cox
URL: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.66355/
Type: First-hand account

Title: *War's End – VJ Day (Victory in Japan, WWII): Experiencing War: Stories from the Veteran's History Project (Library of Congress)*
Date created/published: May 16, 2005
Creator/Author: Multiple Authors
URL: https://www.loc.gov/vets/stories/vj-day.html
Type: First-hand accounts

Title: *Persons picketing against the use of tax dollars for the development of nuclear weapons*
Date created/published: 1950 Mar. 15.
Creator/Author: Palumbo, Fred, photographer
URL: https://www.loc.gov/item/95506930/
Type: Photograph

Title: *Pre-strike aerial view of Hiroshima*
Date created/published: Before Aug. 6, 1945
Creator/Author: N/A
URL: https://www.loc.gov/resource/cph.3c13495/
Type: Photograph
Title: *Aerial view of Hiroshima after the bomb*
Date created/published: 1946 Jun 26
Creator/Author: Official U.S. Army photo.
URL: https://www.loc.gov/resource/cph.3c13494/
Type: Photograph

Title: *General panoramic view of Hiroshima after the bomb ... shows the devastation ... about 0.4 miles*
Date created/published: 1945

Classroom Materials	• Copy of the "Primary Source Analysis Tool" for each participant: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
	• Copy of the "Teacher's Guide Analyzing Photographs & Prints" for each participant: http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf
	• Projector
	• Computers with internet access
	• Paper & pencils; Index card on which participants to write exit tickets
	• Print outs of each photograph source with bibliographic information listed (you will be dividing your class into groups of 5 and each group will need every source printed):
	1. Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Jap[anese] acceptance of Allied surrender terms with waving flags and a rain of paper
	2. Persons picketing against the use of tax dollars for the development of nuclear weapons
	3. Pre-strike aerial view of Hiroshima
	4. Aerial view of Hiroshima after the bomb
	5. General panoramic view of Hiroshima after the bomb ... shows the devastation ... about 0.4 miles
	6. Nagasaki, Japan under atomic bomb attack / U.S. Army A.A.F. photo
Preparation	• Print out all sources listed in the Classroom Materials section
	• Make sure each table has pencils, paper, and a means of accessing the internet
	• Decide how you will provide participants with the hyperlinks to the online resources (perhaps via email)
	• Before beginning the lesson, have the primary source *Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Jap[anese] acceptance of Allied surrender terms with waving flags and a rain of paper* queued up on the projector so it is ready for your first activity
	• Review for yourself what constitutes a primary source. I suggest using the Library of Congress' page on using primary sources for this: https://www.loc.gov/teachers/usingprimarysources/
	• Make sure that you are familiar with loc.gov's *Primary Source Analysis Tool*
	• *Optional: should you choose to include a refresher on info pertaining to the atomic bomb, you will need to prepare a short presentation in advance.
Procedure	1. **Introduce Primary Sources**
	a. Define what a primary source is. The Library of Congress defines it here as "the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience."
	b. Give a few examples of primary sources (newspaper articles, journal entries, photographs, maps, etc.).
	c. Have participants write down examples of primary sources which they are exposed to/create in their own lives (examples include social media posts, videos, photographs, etc.).
	2. **How do we analyze primary sources?**
	a. Distribute copies of the *Primary Source Analysis Tool* and the *Teacher's Guide*

Analyzing Photographs & Prints to all participants (inform participants that these handouts can be found on the Library of Congress' website: loc.gov)

b. Read through *Teacher's Guide Analyzing Photographs & Prints* with the class

c. Display the primary source *Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Jap[anese] acceptance of Allied surrender terms with waving flags and a rain of paper* on the projector (only showing the photo and without revealing the title of the source).

d. Have participants use the *Primary Source Analysis Tool* to analyze this source. Participants may choose to work in groups.

e. Have some participants share what they wrote before telling them the title of this source.

3. **Introduce topic: The Atomic Bomb**

    a. Participants in this lesson should already have a firm grasp of WWII and of America's use of the atomic bomb. You may choose to include a brief presentation, which highlights key points of these topics to refresh the memory of the participants.

    b. Have participants split into groups. Groups should have no more than 5 people.

    c. Provide each group with print out copies of each photograph source (with Bibliographic information listed):

        i. [Residents of New York's "Little Italy" in front of 76 Mulberry St., greet the news of the Jap[anese] acceptance of Allied surrender terms with waving flags and a rain of paper](#)

        ii. [Persons picketing against the use of tax dollars for the development of nuclear weapons](#)

        iii. [Pre-strike aerial view of Hiroshima](#)

        iv. [Aerial view of Hiroshima after the bomb](#)

        v. [General panoramic view of Hiroshima after the bomb ... shows the devastation ... about 0.4 miles](#)

        vi. [Nagasaki, Japan under atomic bomb attack / U.S. Army A.A.F. photo](#)

    d. Also provide each group with access to the following online sources:

        i. [Experiencing War, Stories from the Veterans History Project. Pearl Harbor 70th Anniversary: James Mitsuo Furukawa](#)

        ii. [Experiencing War, Stories from the Veterans History Project. Pearl Harbor 70th Anniversary: Raymond Barron Chavez](#)

        iii. [War's End – VJ Day (Victory in Japan, WWII): Experiencing War: Stories from the Veteran's History Project (Library of Congress)](#)

        iv. [S. RES. 247 Commemorating and honoring the actions of President Harry S. Truman and the crews of the Enola Gay and the Bockscar in using the atomic bomb to bring World War II to an end.](#)

    e. Explain to the class that half of the groups will be arguing in favor of the usage of the atomic bomb in WWII, while the other half will be arguing against the atom bomb's use in WWII. (Assign which groups will argue which point).

    f. Inform the class that they will be using the provided primary sources to support their argument. Encourage participants to use the *Primary Source Analysis Tool* when evaluating each source. Make sure to emphasize the importance of backing up any argument with a primary source(s). Tell the groups that they will be sharing their ideas with the rest of the class; have each group chose who will present their group's ideas.

        g. Have the class come back together. Allow each group to share the arguments they've come up with and their supporting primary source evidence.
4. Have participants get out the examples of modern primary sources, which they wrote down at the start of the lesson (part 1c).
        a. Have participants brainstorm how they might have students analyze these sources for bias or how students may analyze these sources to form an argument using the primary source analysis tool.
5. Lastly, have participants write down an example of how they could use primary source analysis in their classroom as an exit ticket

Assessment/ Reflection	Brainstorming primary sources encountered in daily life serves as an informal assessment of the participants' understanding of what qualifies as a primary source. The exit ticket at the end of the lesson allows each participant to reflect on the lesson.