



## Civil War Sesquicentennial Project

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## LESSON PLAN FOR PRIMARY SOURCES: PUBLISHED DOCUMENTS

### OBJECTIVES:

- 1.) To define primary sources.
- 2.) To define secondary sources.
- 3.) To identify types of primary sources.
- 4.) To analyze primary documents.
- 5.) To determine when the document was written or created.
- 6.) To distinguish a document's trustworthiness.
- 7.) To compare and contrast a primary source with a secondary source concerning a specific event in United States history.
- 8.) To explain the importance of primary sources in the study of history.
- 9.) To create one's own document that could be published.

### MATERIALS AND TIME NEEDED:

- 1.) Visit <http://visions.indstate.edu/visions/partners/civilwar/civilwar.html> and locate a published document such as a newspaper/magazine clipping, an advertisement, maps, pamphlets, brochures, music, poetry, etc.
- 2.) It is highly recommended to give students at least part of a class period to look through the site to select a published document. This could also be a homework assignment.
- 3.) Have students spend part of a class period examining and reading the selected document. Have them answer the following questions either in writing or as part of a classroom discussion:

### QUESTIONS:

- 1.) What type of primary document was chosen?
- 2.) When was it written or created?
- 3.) What point of view is reflected in this document?
- 4.) Based upon previous study and knowledge of an event, is the document reliable?

- 5.) What does the document look like? Is it mainly a graphic, all text or a combination? Is it in color? If people or animals appear in artwork, are their features exaggerated or in some way modified? Does the design of the document draw a person to read it?
- 6.) What was the original purpose of the document?
- 7.) What in this document makes this event in history come to life for you?

### **ACTIVITIES:**

- 1.) Have students create a newspaper, magazine or brochure about a particular event during the Civil War. Reporters, writers, designers, photographers/artists, proofreaders and editors will be needed. The class may need to be divided into groups so that each student receives an assignment.
  
- 2.) Have students locate music or poetry on <http://visions.indstate.edu/visions/partners/civilwar/civilwar.html>. The music may either be an audio recording or a musical score/sheet music. What point is the musician or poet trying to make? What is the mood of the music or poetry? Does the music or poetry celebrate something or mourn something?
  
- 3.) Have students select a particular Civil War event. Have them write a poem or a musical score about the event. Have a poetry reading and/or a concert for students to demonstrate their talents.