

Preserving History - Teacher Guide

Lesson Overview

This lesson teaches students about primary and secondary sources as well as the various formats to preserve history. Through the examination of sources and watching a video, students will evaluate and determine which source formats are most useful in preserving history. Once they've ranked the source formats, they'll communicate their rationale for doing so through a presentation of their choosing, based on the guidelines provided.



Using the Student Resource, students will:

1. Watch a video reviewing primary and secondary sources.
2. Review source preservation formats and examine format examples.
3. Consider the various primary and secondary source preservation formats.
4. Discuss their opinions on which source formats are most useful to preserve history.
5. Present their views and supporting factors through a variety of submission options.

The remainder of this guide provides options for facilitation, formative assessment, differentiation strategies, and extension activities. This lesson can be used for middle or high school students and can be adapted for the traditional or virtual classroom. Following this guide, you'll find the Student Resource, the student-facing content for the lesson, which can also be adapted to meet your classroom's needs.

Formative Assessment

Depending on your student's understanding of primary and secondary sources, consider using this formative assessment either at the start of the lesson or before the Reflection portion. Gather and provide examples of various source preservation formats.

1. Pick one historical event and pull various formats of primary and secondary sources for your students to examine as an example.
2. Have students evaluate the similarities and differences between the various formats, the type of information provided, and the accuracy of the information.
3. Review the difference between primary and secondary sources and ensure your students understand it.
4. Clarify any misconceptions for students.



For various source preservation format examples, see the *Preserving History Source Examples* after the *Student Resources* section below. You can use these examples with your class or select examples for a different historical event.



Check out envisionexperience.com/Inauguration **for more resources**

Facilitation and Differentiation Options

1. Students can complete this lesson independently, in small groups, or as a class.
2. Students can print the Student Resource or view it virtually.
3. Consider various differentiation options for sharing the source examples and discussing the concepts with your students.
 - Some students may prefer to review the source examples independently, while others may benefit from working in pairs or groups to support their understanding of the source examples.
 - Full-class examination and discussion may allow students to hear differing opinions before presenting their own thoughts in their final product.
 - A classroom exhibition and discussion can replace the assignment submission, allowing students to share their viewpoints and respond to opposing views.

Student Submissions

There are various methods for students to present their viewpoints, as suggested in the Student Resource. In addition, small-group or whole-class evaluation, presentation, and discussion can be used in place of an assignment submission. Please adapt to fit your classroom's needs or requirements.

Extension Activities

1. When reviewing the examples of various source formats, add in examples of unreliable sources.
 - Ensure the examples portray inaccurate accounts or facts and see if your students can identify which sources have the inaccuracies.
2. Have students pick a historical event and find sources in as many formats as possible.
 - Have students research for sources in the various formats and compare the usefulness of each source.
 - Have them use the examples they find to support their ranking of format types in their submission.
3. Have students rank a set of sources in various formats.
 - Ensure you provide both accurate, reliable sources and sources with inaccuracies.
 - Have students rank, not just by format, but by the strength and accuracy of the actual source.

Optional Additional Discussion Questions

1. Which format do you have to be the most careful with when verifying the accuracy of its information?
2. What do you need to pay attention to when referencing artifacts?
3. Which are the most useful primary or secondary sources? Why?
4. How does an artifact or souvenir provide different information than a video or written account?
5. What do you think are the most common formats used to preserve history today? Why?
6. We are all living as history is being made. Which format would you prefer to use if you were preserving part of history today? Why?

Resources

Use the websites and databases below to find primary and secondary sources in various formats.

- [The Avalon Project](#)
- [Digital Public Library of America](#)
- [Docs Teach](#)
- [Fordham University](#)
- [Gale](#)
- [Healey Library](#)
- [History Matters](#)
- [JSTOR](#)
- [Library of Congress](#)
- [Life Magazine Photo Archive](#)
- [National Archives](#)
- [New York Public Library](#)
- [Repository of Primary Sources](#)
- [Smithsonian Institution](#)
- [Smithsonian Magazine](#)
- [Spartacus Educational](#)
- [Teaching History.org](#)
- [Yale University](#)

Preserving History - Student Resource

As you study history, think about the sources you turn to most—primary and secondary sources! Textbooks and media outlets often rely on primary sources to inform their content. Where would we be without the founding documents of this nation, such as the Declaration of Independence and the U.S. Constitution?



Scan the QR code or use the link to watch a video reviewing the difference between primary and secondary sources.

[What is a Primary Source?](#)

Primary Source^{1,2}

A source that contains first-hand information, meaning that you are reading the author's own account on a specific topic or event that they participated in. They represent original thinking, reports on discoveries or events, or they can share new information. Often these sources are created at the time the events occurred.

Secondary Source^{1,2}

A source that describes, summarizes, or discusses information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. They often attempt to describe or explain primary sources.

If you've traveled around your state or visited Washington, D.C., you may have been able to see some primary sources and original artifacts up close and in person. Think about the museums and historical sites you visited. Our country is still quite young, but some of those documents and artifacts have been around for a long time!

In this assignment, you will think about what it means to preserve history in various formats. You'll want to especially consider the events, ceremonies, and traditions of the presidential inauguration. Each of the formats listed below serve very specific purposes. Your job is to analyze how well they preserve history!

Source Preservation Formats

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Museums | <input type="checkbox"/> Social Media |
| <input type="checkbox"/> Videos | <input type="checkbox"/> Historical Accounts |
| <input type="checkbox"/> Pictures | <input type="checkbox"/> Primary Documents |
| <input type="checkbox"/> Music | <input type="checkbox"/> Original Artifacts |
| <input type="checkbox"/> News | <input type="checkbox"/> Commemorative Souvenirs |



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Reflect on the following questions

- Why is it important to preserve videos, pictures, and objects in addition to historical accounts?
- Is the source a true representation of the fact? Does it depict a piece of culture or history? Is it fact or opinion?

Your Assignment

- Rank the items in the Source Preservation Formats list above from most useful to least useful (1 being most useful to 10 being least useful). Provide a few sentences for each to support why you ordered them the way you did.
- When deciding the rank of each item, be sure to consider all factors. Is it a true representation of the facts, does it depict a piece of culture or history, is it fact or opinion?
- In a paragraph (five to seven sentences), answer the following question: Why is it important to preserve videos, pictures, and objects in addition to historical accounts?

Submission Options

1. Create and fill in a chart with the examples and your rankings for each preservation method. Include a well-written paragraph (at least five-seven sentences) that addresses the prompt above.
2. Create a digital presentation that addresses the assignment guidelines above (PowerPoint, Prezi, Adobe Spark, etc.). The presentation should consist of at least 10 slides and include at least 10 images. Be sure to attach your script for each slide of the presentation or record a voice-over to accompany the slides.
3. Write a blog post about the presidential inauguration and how it will be remembered in history. You'll want to explain why some methods of preservation are better than others and provide examples of the types of sources readers should be wary of. Don't forget to include your analysis addressing why it is important to preserve videos, pictures, and objects in addition to historical accounts. Your blog post should be no more than two pages in length.
4. Create a video imagining you (or your character/avatar) are a historian and are being interviewed about the presidential inauguration. You'll want to explain why some methods of preservation are better than others and provide examples of the types of sources people should be wary of. Don't forget to include your analysis addressing why it is important to preserve videos, pictures, and objects in addition to historical accounts. Your video should be four to six minutes in length.

Don't forget to properly cite your sources!

1. Research Process: Primary and Secondary Resources. (2021). Retrieved January 06, 2021, from <https://ncu.libguides.com/researchprocess/primaryandsecondary>
2. Librarian, U. (2020). Primary and secondary sources. Retrieved January 06, 2021, from <https://www.library.unsw.edu.au/study/information-resources/primary-and-secondary-sources>

Preserving History - Source Examples

Video



[President Barack Obama's 2009 Inaugural Address](#)

Photograph



Michelle and Barack Obama join Joe and Jill Biden to watch the parade from the viewing stand in front of the White House (2009 January 20)

Historical Account



[Congressional Record of the 2009 Inaugural Ceremony of President Barack Obama](#)

News Articles



SCAN ME

[Coverage Alternates
Between Giddy,
Restrained](#)



SCAN ME

[Presidential
Inauguration of
Barack Obama](#)

Souvenir



Pinback button from the inauguration of President Obama

[National Museum of African American
History and Culture](#)

Artifact



**Michelle Obama's 2009 Inaugural Ball Gown
Designed by Jason Wu**

[National Museum of American History](#)