

Part I: Thematic Primary Source Set



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

Topic/Big Idea: American Entry into World War I

Grade Level and Subject Area: 9 - 12

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Date: March 18, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Date Created/Published: New York : Sackett & Wilhelms Corporation, [1915 or 1916]</p> <p>Summary: Poster showing a woman, a passenger from the Lusitania, submerged in water cradling an infant in her arms.</p> <p>http://www.loc.gov/pictures/item/00651156/</p>
	<p>Title: Destroy this mad brute Enlist - U.S. Army. Creator(s): Hopps, Harry R., 1869-1937, artist Date Created/Published: ca. 1917.</p> <p>Summary: Propaganda poster shows a terrifying gorilla with a helmet labeled "militarism" holding a bloody club labeled "kultur" and a half-naked woman as he stomps onto the shore of America.</p> <p>http://www.loc.gov/pictures/item/2010652057/</p>
<p>Newspaper article about Zimmerman Telegram, no image available</p>	<p>The Patriot., March 03, 1917, The Patriot, Image 1</p> <p>http://chroniclingamerica.loc.gov/lccn/sn85054967/1917-03-03/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: Why did America enter World War I?

Objective(s): Students will explore and discuss some of the reasons America entered World War I through the inquiry process.

Standard(s) Addressed:

PA History Standards 8.3.12 A – D, 8.1.12 A – D, 8.4.12 A – D

Procedure:

1. Note: This activity is intended as a reinforcement activity for students who have already studied the causes of World War I and why the United States entered the war.
2. Assemble the class in the computer lab.
3. Break students into groups of three.
4. Assign each group one of these primary sources and provide the URL to the source a <http://www.loc.gov/>.
5. Instruct each group to view the source and record the follow data:
 - a. Title
 - b. Date of Creation
 - c. Author
6. Have each group complete a Primary Source Analysis Tool sheet for their source.
7. Give the groups time to look up additional information about their source.
8. Assign each group the homework task of preparing a three minute presentation for the class about the nature and significance of their source.
9. Assign three groups to make their presentation each day until all groups have gone as a way of reinforcing the answers to the essential question.

