

Making Invisible Histories Visible: Lesson Template

Dear Educator,

Thank you for implementing the Making Invisible Histories Visible student created projects into your classroom. This lesson template and graphic organizer are intended to be used with any of the student projects. This lesson can be done as a whole class, with small groups, or with students working independently. We hope you enjoy discovering the voices that often go unheard.

Pre-Teaching

Prior to beginning the lesson, students will need to know the definition of a primary source.

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies and official records
- CREATIVE WORKS: Poetry, drama, novels, music and art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing and buildings

Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato's Republic - Women in Ancient Greece

Resource – *Library of Congress Teachers Guides and Primary Analysis Tools*
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

Lesson Outline

- 1) Access the Making Invisible Histories Visible website: <https://www.ops.org/departments/making-invisible-histories-visible>
- 2) Students will need a copy of the graphic organizer (see below).
- 3) Teacher may either assign a topic (student page) or allow students to explore and find one of interest to them and the topic being discussed.
- 4) Review the steps of the graphic organizer with the students and begin working.

Making Invisible Histories Visible: Graphic Organizer

Go to the following MIHV website: <https://www.ops.org/departments/making-invisible-histories-visible>
Explore any of the topics on the left side of the page.

The topic I am going to explore is _____

Background Information: In your own words, describe the topic you are going to learn about.

Hint: For help, use the opening paragraph of the page you are exploring.

Primary Source Investigation: Complete the boxes below using at least 3 of the primary source artifacts on the page you are exploring.

Artifact 1:

Key ideas I learned from looking at & reading about this artifact:

In your own words, how does this artifact relate to the topic?

Artifact 2:

Key ideas I learned from looking at & reading about this artifact:

In your own words, how does this artifact relate to the topic?

Artifact 3:

Key ideas I learned from looking at & reading about this artifact:

In your own words, how does this artifact relate to the topic?

Interview (video) Analysis: Complete the box below while watching the primary source interview on the page you are exploring.

Person(s) being interviewed: _____

Key ideas I learned from watching this interview:

In your own words, how does this person's story relate to or further explain the topic?

Final Thoughts: Read the section titled "Additional Information." After reading this section, and using all the information you read, saw, and learned, answer the following question. Write your answer in your own words and use factual information.

Imagine you lived in a world where all recorded history had been lost. You are the only person who knows anything about the topic you just explored. How would you explain the topic, and why it is important, to someone who knew nothing about it?