

One World / Library of Congress Lesson Plan

Learning targets: I can...

- Describe how historical information can strengthen an argument (CCSS 9-10.RI.5)
 - Use the Library of Congress database to find historical evidence to enhance my argument (CCSS 9-10.W.8)
 - Optional: incorporate historical evidence into my argument (CCSS 9-10.W.2b)
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I. Set context for the project with a [quick video](#):

Clarify to students that unlike in the video, they will be looking at documents rather than a photograph, but the info about Library of Congress, and the non-linear process of analyzing a primary source, is the same.

II. Engage students: How would you use a historical document to strengthen your argument?

Imagine that you are writing an essay about a water pollution crisis, and this is your essay thesis: "After environmental catastrophes like the 2016 Flint Water Crisis, Congress should do more to make sure that all citizens have access to clean water."

Now, imagine that your research in the Library of Congress archives turned up this result in the box below: The Safe Drinking Water Amendment of 1993.

Safe Drinking Water Amendment of 1993

SEC. 2. FINDINGS.

Congress finds that--

(1) safe drinking water is essential to the protection of public health;

(2) the Federal Government needs to assist communities in the financing of drinking water treatment and related projects...

(5) States play a central role in the implementation of safe drinking water programs and States need increased financial resources to ensure the prompt and effective development and implementation of drinking water programs; and

(6) there is substantial noncompliance with requirements of title XIV of the Public Health Service Act (commonly known as the ``Safe Drinking Water Act'') (42 U.S.C. 300f et seq.) and Federal and State agencies need additional authorities to ensure the implementation of the Act.

Again, your essay thesis is, “After environmental catastrophes like the 2016 Flint Water Crisis, Congress should do more to make sure that all citizens have access to clean water.” So....

1. Underline any parts of the primary source document that you would use as evidence to support your essay.
2. Answer: How would you introduce this evidence into your essay? You can use the sentence-starter below or supply your own.

Optional sentence starter: “As we see from the Safe Drinking Water Amendment of 1993....”

III. Explore Your Primary Source

Your teacher has given you a primary source that can serve as evidence for the essay you're writing. The worksheet below will walk you through ways to analyze it. You may be seeing more than you realize, and asking yourself questions can help you bring it to the surface.

OBSERVE | IDENTIFY AND NOTE DETAILS

<p><i>Pick 1-2 questions to answer in the box on the right</i></p> <p>What do you notice first?</p> <p>Find something small but interesting. What is it?</p> <p>What do you notice that you didn't expect?</p> <p>What do you notice that you can't explain?</p> <p>What do you notice now that you didn't at first?</p>	
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REFLECT: GENERATE AND TEST HYPOTHESES ABOUT THE SOURCE

<p><i>Pick 1-2 questions to answer in the box on the right</i></p> <p>Why do you think somebody made this? ·</p> <p>What do you think was happening when this was made?</p> <p>Who do you think was the audience for this item?</p> <p>Why do you think this item is important?</p> <p>What can you learn from examining this?</p>	
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QUESTION: ASK QUESTIONS TO LEAD TO MORE OBSERVATION & REFLECTION

<p><i>Pick 1-2 questions to answer in the box on the right</i></p> <p>What do you wonder about...</p> <p>Who? What? · When? · Where? · Why? · How?</p>	
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** Observe/Reflect/Question routine adapted from The Library of Congress Primary Source Analysis Tool, available at: <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

APPLY: HOW DOES THE PRIMARY SOURCE SUPPORT YOUR CLAIM?**Sample questions to answer:**

What year is your primary source from, and what does it show about what people thought, experienced, wanted or saw related to your issue?

How do these thoughts from the past contrast, align with, or shed light on the issue you're writing about?

Now that you've analyzed your primary source, go back to your evidence paragraphs and see where you can put your insights about what happened in the past related to your issue and use it to convince your reader why it's relevant to today.

Congratulations! You've found, analyzed, and applied what you've learned from a primary source document!