

## Creating a Primary Source Lesson Plan

### Introduction

By now you should know how to navigate the Library of Congress web site, access primary sources, manage your sources with a resource table, and understand the process of understanding by design. It's time to put it all together into a meaningful, standards-based lesson plans for your students.

### Objectives

- Develop a lesson plan that integrates primary source materials found at the Library of Congress web site.
- Identify essential questions for a learning experience.
- Identify a variety of ways to assess students' understanding.
- Identify valuable learning experiences
- Complete the learning experience template provided.
- In a meaningful way, involve secondary source(s), historical fiction, and other instructional strategies learned in the course.

Question to Consider: Use the questions below to help guide you through the process of developing an experience that integrates primary source materials found on the Library of Congress web site.

- Can the activity that I'm thinking about be successful without the use of primary resources?
- What standards do I need to meet? Which standards are being used (e.g., content standards, information literacy skills)?
- What do I want my students to know?
- What is the essential question?
- How will they demonstrate their understanding of the material?
- What skills will they need to accomplish the tasks?
- What activities will be used to guide students to be successful on the assessment?
- What primary resources will I integrate from the LOC?
- What secondary resources and historical fiction will I integrate?
- If your answer to the first question (can we successfully do this activity without the use of primary resources?) is yes, **STOP** and rethink this learning experience.
- It is imperative the you generate a learning experience that integrates primary resources in a meaningful way.
- If you can take away the primary resources and successfully complete this learning experience, please rethink the learning experience.

## Darfur: a plan of action, using Library of Congress

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Photo by Konrad Fiedler

The research topic for this lesson plan is the issue occurring in Darfur, a region located in Sudan, Africa. The research for this lesson plan was conducted and demonstrated at Fort Atkinson High School in Fort Atkinson, Wisconsin. The overall intent of this poster is to demonstrate how this lesson uses the Library of Congress to promote inquiry-based skills. By locating primary and secondary sources from Library of Congress, students were able to work on a plan of action, or solution, to the issues in Darfur (based from the viewpoint of the specific group that they were assigned to; how was the group involved in the issue, what was their viewpoint, what do they value?). Students then made a presentation to the class, explaining their solution and what they had found to support this (see picture to the right).

<b>Overview</b>	
Objectives: Knowledge	Students will: <ul style="list-style-type: none"><li>• Learn about the region of Darfur, as well as the surrounding geography (Sudan overall)</li><li>• Learn the different ethnic and religious backgrounds of the people of Darfur</li><li>• Learn about the different groups associated with the Darfur issue</li></ul>
Objectives: Skills	Students will: <ul style="list-style-type: none"><li>• understand and identify the relationship between different historical perspectives, and how they pertain to the issues in Darfur (economically, historically, demographically).</li><li>• examine viewpoints from different groups and construct suggestions/ arguments/ questions.</li><li>• have justifications for empathizing with or against Darfur based on their groups' viewpoint, and use evidence to back up their understandings.</li><li>• use documents to argue for their cases.</li><li>• interpret documents to determine different points of view on</li></ul>

	<p>the topic (aside from their own feeling on the matter), in order to find solutions to the issue.</p> <ul style="list-style-type: none"> <li>analyze and learn the impact of change on the world based on what's occurring in this area.</li> </ul>
Essential Question	<b>What is the conflict in Darfur, and how could we resolve it?</b>
Recommended time frame	2-3 weeks (10 class periods approximately; allow for flexibility)
Grade level	9 <sup>th</sup> -10 <sup>th</sup> grade, Geography (Eastern Cultural Studies) class
Materials	<p><b>-Computers</b>  <b>-online access (in order to research <a href="http://www.loc.gov">www.loc.gov</a>)</b>  <b>-Handouts for Darfur (initial reading)</b>  <b>-Handouts (explaining project)</b>  <b>-Grading Rubric for guidance (Optional)</b>  <b>-powerpoint: Map on Darfur and History of Darfur</b></p>

### **NCSS Theme(s) and Wisconsin State Standards**

	<p>A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features</p> <p>A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns</p> <p>A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries</p> <p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p> <p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p>
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### **Procedures**


	<ul style="list-style-type: none"> <li><b>Day 1- Assign Darfur Reading</b></li> <li><b>Day 2- Discussion on what the article's main points are, go</b></li> </ul>
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	<p>over geographic relationship in Darfur powerpoint (map)</p> <ul style="list-style-type: none"> <li>• Day 3- Powerpoint on Darfur History</li> <li>• Day 4- Introduce the group project; assign groups</li> <li>• Day5-7 – Class work time to do project in computer lab</li> <li>• Day 8-10- Group Presentations</li> </ul> <p>• *days are spread out around a 2-3 week period to allow for other</p>
<b>Evaluation</b>	
	<p>-Students present using a poster, a creative aspect (such as a jingle, game, activity, etc.), and a brochure explaining the main points to their solution</p> <p>-Students are assessed on basic levels of creativity, effort, ability to answer follow up questions, personal understanding of their groups viewpoint and argument, participation (assessed through a rubric)</p>
<b>Extension</b>	
	<p>An extension activity could be having the students write up a 5 paragraph essay describing which three of the seven group viewpoints they thought would be most realistic and why, using evidence from other group presentations to defend their argument. (Grade subjectively)</p>

## Primary Resources from the Library of Congress

Replace this text with the resource table you generated while managing the primary resources used to address the essential question in your lesson plan. Ideally, I would like to have access to the image, a description, a citation, and the URL so I can click on the link and view it. You could create a resource table as I did below. If you need assistance to on creating a resource table, refer to the *Creating a Resource Table* handout.

EXAMPLE:

Image	Description	Citation	URL
	<p><b>(Map of Darfur, Sudan)</b></p>	<p>Cite as ID <b>g8313d ct002318</b>; [Washington, D.C. : Central Intelligence Agency, 2007]</p>	<p><a href="http://hdl.loc.gov/loc/gmd/g8313d.ct002318">http://hdl.loc.gov/loc/gmd/g8313d.ct002318</a></p>

	<p><b>Darfur Reading (Secondary Source) used to give background on the issue</b></p>	<p>Cite as: mrva0011.0169, Save Darfur.org</p>	<p><a href="http://memory.loc.gov/diglib/lcwa/mrva0011.0169/default.html">http://memory.loc.gov/diglib/lcwa/mrva0011.0169/default.html</a></p>
	<p>[Sudanese refugee boy with an AK-47 assault rifle at the Chad border with Sudan]</p>	<p>Konrad Fiedler/New York Sun</p>	<p><a href="http://www.loc.gov/pictures/item/2006685107/">http://www.loc.gov/pictures/item/2006685107/</a></p>
	<p>[Sudanese refugee children at Camp Tine, Chad]</p>	<p>Konrad Fiedler/New York Sun</p>	<p><a href="http://www.loc.gov/pictures/item/2006685105/">http://www.loc.gov/pictures/item/2006685105/</a></p>
	<p>Sudanese refugee women and children at Camp Mile, Chad</p>	<p>Konrad Fiedler/New York Sun</p>	<p><a href="http://www.loc.gov/pictures/item/2006685100/">http://www.loc.gov/pictures/item/2006685100/</a></p>
	<p>Sudanese refugee women and children at Camp Tine, Chad</p>	<p>Konrad Fiedler/New York Sun</p>	<p><a href="http://www.loc.gov/pictures/item/2006685103/">http://www.loc.gov/pictures/item/2006685103/</a></p>
<p><b>Bill Summary &amp; Status</b> <b>109th Congress (2005 - 2006)</b> <b>H.R.1424</b></p> <hr/> <p>ality Act of 2005   (Introduced 3/17/2005) <a href="#">Cosponsors</a> (138)</p> <p>d to House subcommittee. Status: Referred to s.</p>	<p>Source: Legislation, Congressional Activity [109th Congress, Bill 1424]</p>		<p><a href="http://hdl.loc.gov/loc.uscongress/legislation.109hr1424">http://hdl.loc.gov/loc.uscongress/legislation.109hr1424</a></p>

# Assessment(s)

## Darfur Presentation Grading Rubric

**Group Members:** \_\_\_\_\_

	<b>Minimal</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>POSTER</b>	Represents your solution, mostly blank space on poster	Represents your solution, has the name of your group (i.e. Russia), some blank space	Grabs audiences' attention, represents your solution, some blank space, has the name of your group (i.e. Russia)	Grabs audiences' attention, represents your solution, little to no blank space, has the name of your group (i.e. Russia)
<b>PAMPHLET</b>	Tells us what the solution is	Tells us what the solution is, gives one good example	Tells us what the solution is, gives one good example, explains why group chose solution	Tells us what the solution is, gives more than one good example, explains why group chose solution
<b>CREATIVE ASPECT</b>	Has something, but isn't related to their solution/group	Somewhat engages/interests the audience, slightly ties into solution/group	Somewhat engages/interests the audience, ties into solution/group	Time was put into it, engages/interests the audience, ties into solution/group
<b>PRESENTATION / DISCUSSION</b>				

Comments:

**Final Grade :** \_\_\_\_\_

# Handouts

## Darfur Group Presentation (DUE: Monday, January 31<sup>st</sup>)

1) Your group will be working on a plan of action, or solution, to the issues in Darfur (based from the view point of your specific group that you will be assigned to. For example, if you're assigned to the group "United States Government", what solution would the **U.S. Government** create to resolve the issues in Darfur?). Think about how your group is involved in the issue, what their viewpoint is, what they value. You may come up with solutions that have both pros and cons to them.

2) Possible groups (Points of View) (please circle the group you're assigned to):

- United States Government
- China
- Russia
- Black African refugee
- Arab African Janjaweed
- the United Nations (UN)
- Sudanese Government (government of Sudan)

**3) Each group member will be assigned one of the following tasks (your group decides who does what job; you may want to use this sheet to record who in your group does what job):**

- Create a poster (1 person)
  - \*more of an attention getter (should have lots of pictures or some way of grabbing the attention of your audience; the pamphlet is where you put the details of your presentation)
- Put together a pamphlet (1 person makes based off of ideas from the whole group)
  - \*design however you want; should include details about your group's solution, why you think it will work, why your group's point of view feels this solution is the way to go, etc. **Sell us your idea :**)
- Speaker (1 or 2 people)
  - \*You will be presenting the poster and pamphlet to the class
- Creative Aspect (whole group can participate) <<<CREATIVITY IS ENCOURAGED
  - \*to liven up the presentation; can be a jingle, a mini-play, a commercial; some way to demonstrate or advertise your solution (Keep it appropriate, please)

4) Your task is to come up with a solution (or solutions) to the issues in Darfur, based on the viewpoint of your assigned group (i.e. China's viewpoint, Russia's, the United Nation's, etc.).

**When describing your solution, make sure to include a few examples as to why you think this solution would work.** You will be given computer lab time to work with your group, to research your group's view point, come up with a solution, and create a presentation. The presentation will be on **Monday, January 31<sup>st</sup>**.

**\*\*\*\*You may need to set up time outside of class to work on this presentation.\*\*\*\***

5) Your presentation should have:

- Poster
- Pamphlet
- Creative Aspect

6) There's no time requirement for the presentation, try to keep it short, but informative.