



## Distance Learning Guide to the Bicentennial Primary Source Packets

With schools closed due to COVID-19, we know Maine’s educators are doing their best to move to online learning. We’ve created this short guide on how to adapt our Bicentennial Primary Source packets for use outside the classroom.

**How to use this guide**—we recommend you still read through the teacher guide as though you were doing an in-class lesson, just to figure out how it works. However, instead of one 45-60 min block, we recommend you break this assignment into at least three days or units!

*Check the end of this guide for suggestions from a teacher who worked with the K-6 materials!*

### 1. Day One

- a. Assign students the introduction document as a reading assignment to prepare for the next day (teachers may copy/paste smaller segments of the introduction if it’s too long or advanced for their grade level—feel free to chop and edit it as much as needed to make it work for students!)
- b. Students share back with teachers or full class in a chat/email. Possible question prompts:
  - i. What do you want to know more about?
  - ii. What’s one thing that stood out to you?
  - iii. Do some internet research to find out one new fact about this topic.

**Day One measurable result:** Students will review the subject and respond to questions either through a written prompt or by actively participating in a virtual class discussion.

## 2. Day Two

Note—teachers may want to keep an open line of communication to help students with questions during this activity. They may need further prompting to help them make educated guesses about their primary sources.

- a. Send the **Primary Sources** to students.
- b. Send the **Analysis Worksheets** to students.
- c. Ask them to choose 1-3 (teachers' choice) of the Primary Sources that look most interesting to them.
- d. Students must pair the type of source (artifact, image, or written document) with the appropriate analysis worksheet for that type.
- e. Fill out the worksheet to the best of their ability. NOTE--They will not be able to answer all the questions—make educated guesses whenever possible.
- f. Recommended student sharing and reflection: Students may share what they learned about their source/sources with another student or the full class. Students who chose the same source may compare notes. Students who chose different sources may compare possible connections between their sources.
  - i. What story do the objects tell when you look at them together as a full group?
  - ii. Why do you think the museum chose these sources?
  - iii. What do they have to do with the topic?

**Day Two measurable result:** Students will analyze and draw conclusions about primary sources. They will submit completed worksheets to the teacher. Students will make reflections on the meaning of the sources and the connections between them.

### 3. Day Three

Note—if teachers can gather students for a brief recap and reflection of Day Two, please do.

- a. Send students the **Source Labels**.
- b. Students should read the labels for the source/sources they analyzed and are free to read labels for the other sources if they would like to learn more.
- c. Students share back with teachers and the class, either through a virtual discussion or a writing exercise. Recommended prompts:
  - i. What surprised you about your source/sources?
  - ii. Were your guesses correct, or were you way off? It's okay if you were off, this is a new skill and you probably had good reasons for the conclusions you reached!
  - iii. Were there connections between the sources that you didn't notice until you read the labels?
  - iv. What questions do you still have about the topic?
  - v. Where would you go to learn more?

**Day Three measurable result:** Students will form broader conclusions about the primary sources. They will reflect on the activity and the content they learned by either submitting a written reflection or actively participating in a virtual class discussion.

#### **A few teacher suggestions!**

Looking for low-tech/no-tech analog versions of these activities? It's hard to replicate the "what do you notice" part of looking at an image together without technology, so one teacher shared some possibilities with us.

Possible solutions for K-3 students:

1. Parent/family engagement. Ask students to look at an image with another family member and say all the things they notice. They could then move onto all the questions they have.
2. Try making this a game by sending kids a hidden picture puzzle for practice! [Here's a link to an image you can print](#). Students gain practice looking closely at images and can then apply those skills to primary sources. It can be a game with family members, like "I Spy." Family members could also each write down as many things as they can notice in an image, and then share their lists.

Possible solutions for 4-6 students:

With students at home and some teachers unable to send things every day digitally, one teacher suggested creating her own mystery activity. She would put together a series of manila envelopes so that they can open new evidence each day, along with a short reading assignment pulled from the Introduction section of the lesson.