

Document Analysis Teachers Guide

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

Ohio's Standards: K-12 Social Studies Grade Eight

Strand: History

Topic: Historical Thinking and Skills

Historical thinking begins with a clear sense of time — past, present and future — and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Content Statement: 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Content Elaborations: Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.

Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position. Use the worksheets — for photos, posters, written documents, and videos— to teach your students the process of document analysis.

Lesson Plan: Document Analysis

1. The first few times you ask students to work with primary sources, and whenever you have not worked with primary sources recently, model careful document analysis using the worksheets. Point out that the steps are the same each time, for every type of primary source:
 - Meet the document.
 - Observe its parts.
 - Try to make sense of it.
 - Use it as historical evidence.
2. Once students have become familiar with using the worksheets, direct them to analyze documents as a class or in groups without the worksheets, vocalizing the four steps as they go.
3. Eventually, students will internalize the procedure and be able to go through these four steps on their own every time they encounter a primary source document. Remind students to practice this same careful analysis with every primary source they see.
4. When doing the analysis of a video, your class can watch the video “The Women Who Helped Win A War” together or in small groups. You may want to divide up the video into smaller segments for small group viewing. If you do, have them watch a segment and report back to the class. If dividing up the class into small groups, the following segments are suggested:

00:00 to 10:00 Opening to Helen’s comment that: “I had never worn slacks before... ..or coveralls, something like that.”

10:00 to 20:00 Starting with: “Some jobs were more suited to the smaller stature of women, like one of Oma’s friends.” Ending at: Edith saying, “Ice skating and roller skating and I did both real well.”

20:00 to 27:00 Starting with “Morale was also boosted by visits from movie stars and other celebrities.” Ending after closing credits.
5. When doing the analysis of a picture and poster, have each of your students pick out different images. This exercise can be done individually or in small groups.
6. When doing the analysis of the pamphlet it is best to do this in small groups. This pamphlet is the one used in the TV show “You’re Going To Employ Women.”
7. Load the website list onto the student computers so they can click on each item.
8. Hand out the Analysis worksheets.
9. Hold a class discussion to compare the results of their analysis.
 - A. What did you find out from the photo that you might not learn anywhere else?
Why was it created?
 - B. What did you find out from the poster that you might not learn anywhere else?
Why was it created?
 - C. What did you find out from the pamphlet that you might not learn anywhere else?
Why was it created?
 - D. What did you find out from the video that you might not learn anywhere else?
Why was it created?

10. There are two ways to examine knowledge gained for this lesson.
- A. Give the True or False test for content evaluation.
 - B. Hand out additional analysis sheets and have students react to photos, posters etc. Use the Document Analysis Rubric to grade their responses.

Websites For Document Analysis

Load the following website list (on a separate PDF titled *Websites for Analysis* for your convenience) onto the student computers so they can click on each item.

Public domain photos from the Library of Congress: http://www.loc.gov/pictures/related/?&pk=2017878544&st=gallery&sb=call_number#focus

Public domain posters from the Library of Congress: http://www.loc.gov/pictures/related/?&pk=97515648&st=gallery&sb=call_number#focus

Public domain written materials from the National Archives: Pamphlet: You're Going To Employ Women: <https://catalog.archives.gov/id/7455613>

Video from Western Reserve Public Media: "The Women Who Helped Win a War" is not a public domain item, however it can be viewed online at: https://westernreservepublicmedia.org/women_who_helped_win_a_war.htm Please do not copy and share the video, but you can share the web address so other teachers can see the video and use this lesson plan.

These worksheets are created by the National Archives and Records Administration and are in the public domain.

The Women Who Helped Win A War

Name: Answer Key _____ Score _____

Circle the correct answer

1. Rosie the Riveter was an example of a women taking the place of a man when the United States went to war.
(**True** or False)
2. The Corsair, a folding wing aircraft, was built in Akron, Ohio by Goodyear.
(**True** or False)
3. Learning office skills was important to some of the women during World War Two.
(**True** or False)
4. During World War Two, women who were substituting for men in an office setting had to learn computer skills.
(True or **False**)
5. Fashion was an issue for women who went to work in factories during World War Two.
(**True** or False)
6. Women's wages were less than men's wages during World War Two.
(**True** or False)
7. During World War Two, nylon that was normally used to make women's hosiery was instead used to make parachutes.
(**True** or False)
8. Women often got to take rides in the planes that they built. This was true because the planes were little.
(True or **False**)
9. The workers on the home front were sometimes called the "hidden army," because they didn't fight on the battle front but were still vital to the war effort.
(**True** or False)
10. Women went to work in factories to help win the war and "bring the boys home."
(**True** or False)
11. World war Two ended in August 1945.
(**True** or False)
12. Some of the planes the women built still fly and others are on display in museums.
(**True** or False)