Final Project – Primary Source Learning Activity

Section I

1. **Title of Lesson:** Comparing and contrasting the events of Pearl Harbor and 9/11.

2. **Overview:** In this learning activity students will use primary sources and other reliable items to accurately create an image of what occurred at Pearl Harbor in comparison to 9/11. Through the usage of varying primary sources the students will be able to compare and contrast the events of both Pearl Harbor and 9/11. In doing so, the students will gain a more diverse understanding of both events.

3. **Learning Goals:** Students will be able to compare and contrast how the events surrounding Pearl Harbor are both similar and different to 9/11 using a Venn diagram.

4. **Time Required/Duration of Activity:** Periods could range from 40-50 minutes and three to four class period would be optimal.

5. **Recommended Grade(s):** Difficulty could be adjusted for grades 7-12.

6. **Subject:** History and English Language Arts are both touched upon during this learning activity.

7. **Credits:** Tiffani Rossi

8. **LDC Teaching Task:** How were the events of Pearl Harbor and 9/11 similar and different? After reading news reports and articles write an essay that explains how Pearl Harbor and 9/11 were similar and yet different. Support your discussion with evidence from the text(s).

Section II

9. **PA Common Core Standards:**

   Applicable Reading Language Arts Standards:
   
   a. **CC.1.4.6.A:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
   
   b. **CC.1.4.6.G:** Write arguments to support claims.

   Applicable Writing in History and Social Studies Standards:

   c. **CC.8.6.6-8.A:** Write arguments focused on discipline-specific content.
   
   d. **CC.8.6.6-8.B:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   
   e. **CC.8.6.6-8.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
10. **Materials Used:**
   
a. Venn Diagrams
   
   
b. Imagery related to Pearl Harbor
   
i. [http://www.loc.gov/pictures/resource/cph.3a18762/](http://www.loc.gov/pictures/resource/cph.3a18762/)
   
   ii. [http://www.loc.gov/pictures/resource/cph.3c29812/](http://www.loc.gov/pictures/resource/cph.3c29812/)
   
   iii. [http://www.loc.gov/pictures/resource/cph.3c32048/](http://www.loc.gov/pictures/resource/cph.3c32048/)
   
   
   v. [http://www.loc.gov/rr/mss/guide/ms032042.jpg](http://www.loc.gov/rr/mss/guide/ms032042.jpg)
   
c. Imagery related to 9/11
   
   
   
d. Internet Access
   
e. Transcripts of Interviews Related to Pearl Harbor
   
   
   
   f. Transcripts of Accounts of 9/11
   
   
g. Audio Recorded Interviews
   
i. [http://memory.loc.gov/ammem/afcphhtml/afcphhome.html](http://memory.loc.gov/ammem/afcphhtml/afcphhome.html)
   
   
h. Primary Source Analysis Tool
   
   
11. **Resources Used:** Bibliographic Record


Section III

12. **Instructional Procedures:**

**Period 1:**

- **Anticipatory Set:** The students will be given the opportunity to compare and contrast skittles and M&Ms using a Venn diagram. Then the teacher will explain to the students that they will be using a graphic organizer, specifically a Venn diagram to outline their thoughts regarding what they think is similar and different about Pearl Harbor and 9/11.

- **After each student has used their prior knowledge regarding both topics to create a Venn diagram the teacher will distribute interviews and transcripts to the students (one from both event). The students will be instructed to highlight in yellow things the two events have in common and highlight in green the differences.**

**Mini Task:**

- **Prompt:** Design a Venn diagram using five (5) or more concepts.
- **Product:** A Venn diagram with five (5) or more concepts.
- **Scoring Guide:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expert</strong></td>
<td>The student includes over five concepts on his or her Venn diagram that are directly related to Pearl Harbor and September 11.</td>
</tr>
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</table>
| **Evolving**| The student provides three to five concepts on his or her Venn diagram that are related to Pearl Harbor and September 11. **OR**
  | The student provides three to five concepts on his or her Venn diagram; however, a few topics are not related to Pearl Harbor and September 11. |
| **Essential** | The student provides one to three concepts on his or her Venn diagram that are related to Pearl Harbor and September 11. **OR**
  | The student provides one to three concepts on his or her Venn diagram; however, all the topics are not related to Pearl Harbor. |

**Period 2:**

- **Anticipatory Set:** The teacher will scatter photographs from the Library of Congress (listed previously in the materials section) around the room. Also, scattered around the room will be words
and phrases related to both events of history. The students will be instructed to sort through the photographs and place them in their corresponding sections of the board. On the board will be two overlapping hula-hoops (to replicate a larger, life –size Venn diagram).

✓ Following the anticipatory set the students will be given the chance use primary source analysis tools to review, reflect, and add new information to their Venn diagrams.

Mini Task:

✓ Prompt: Use a Primary Source Analysis Tool to analyze at least two photos.
✓ Product: A completed Primary Source Analysis Tool.
✓ Scoring Guide:

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| Expert    | • The student utilizes a Primary Source Analysis Tool and accurately describes at least two photographs.  
            • The student is able to make meaningful connections between the visual of the photographs to the real life event. |
| Evolving  | • The student utilizes a Primary Source Analysis Tool and accurately describes one to two photographs.  
            • The student is able to make connections between the visual of the photographs to the real life event, however, fails to see the “big picture”. |
| Essential | • The student utilizes a Primary Source Analysis Tool and accurately describes one photograph.  
            • The student is not able to make connections between the visual of the photographs to the real life event, nor can he or she see the “big picture”. |

Period 3:

✓ The students will use Teacher on Your Shoulder guides to read two interviews from military member who experienced Pearl Harbor:

Homework: Make your own Teacher on Your Shoulder Guide and ask a family friend, family member, or neighbor if you can interview them about 9/11.

Mini Task:

✓ Prompt: Create an authentic interview about 9/11
✓ Product: Authentic interview with someone who experienced 9/11.
✓ Scoring Guide: “Yes” Interview was completed. “No” Interview was not completed.

Period 3:

✓ This period will be allotted for students to conduct their own extra research on the two life changing events and to add more useful information to their Venn diagrams.
The students will also be allotted time to begin rough drafts of their essays which will be writing.

Mini Task:

- Prompt: Research additional information relating to Pearl Harbor and 9/11.
- Product: Additions to Venn diagram.
- Scoring Guide: “Yes” - Includes more information on Venn diagram “No” - Does not include additional information on Venn diagram.

Period 4:

- After reviewing how to properly use a Venn diagram to assist in the writing process, the students will be given the prompt...[How are the events of Pearl Harbor and 9/11 similar and different?] After reading news reports and articles, write an essay that Pearl Harbor and 9/11 and explains how they are similar yet different. Support your discussion with evidence from the text(s). L2 What similarities and differences can you draw?

Section IV

13. **Assessment:**

**Rubric One:** This rubric is designed to evaluate several essential skills, for instance, the students’ ability to follow directions and the students’ ability to compare and contrast two events.

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|            | - The student provides one to three concepts on his or her Venn diagram; however, all the topics are not related to Pearl Harbor. |

**Rubric Two:**

This rubric is designed to evaluate several essential skills, for instance, the students’ ability to follow directions and the students’ ability to analyze and interpret photographs.
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**LDC Rubric:**
Finally, I would utilize the LDC rubric for explanatory or informational text for my writing tasks.