

1500 - 1799

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES**National Archives
Artifact Analysis Worksheet****1. PHYSICAL QUALITIES OF THE ARTIFACT**

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.

2. SPECIAL QUALITIES OF THE ARTIFACT

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. USES OF THE ARTIFACT

- A. What might it have been used for? _____
- B. Who might have used it? _____
- C. Where might it have been used? _____
- D. When might it have been used? _____

4. WHAT DOES THE ARTIFACT TELL US

- A. What does it tell us about technology of the time in which it was made and used?

- B. What does it tell us about the life and times of the people who made it and used it?

- C. Can you name a similar item today?

5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408

<http://www.archives.gov>

RESOURCES

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

--	--	--

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

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National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

RESOURCES

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.

