Lesson Plan: Contextualizing the Archive

ESSENTIAL QUESTIONS

What is an archive? What stories are in this archive? How does the information in this archive inform my understanding of activism? Historically, what strategies do students deploy to enact sustainable change?

LEARNING OBJECTIVE(S)

SWBAT connect organizational contextualization with specific archival documents to analyze the significance of events, actions, and demands.

HOOK / INTRODUCTION

Review key takeaways from the last lesson. What is an archive? What can we find in this archive? What did we learn from the documents? What questions do we still have after reviewing the Black Student Working Group document? Reconnect to backpack activity, what your partner thought your item meant might have been different than what you meant. Where else do archives exist in our daily lives? For example social media and our posts. How are they contextualized? The text of the posts. How might people understand or misunderstand your posts with or without text? If you have social media, what do you share and why? If not, what would you share and why? What would/does your social media page say about who you are? What does it not say? How might someone describe your page 10, 20, 50 years from now? When we read through archival materials and how they are contextualized these are secondary sources. While they do help us understand an organization or event, each person might interpret archival materials differently. Today, we will review more information about the organizations in the archive, these contextualization's are brief histories written using primary and secondary sources.

EXPLORE THE ARCHIVE

Return to the information collected on the analyze a written document activity. Read through the historical contextualization page. What are the catalysts for student activism? What roles do students play in different events and organizations? What tactics do they employ to enact change? What organizations or events would you like to explore in more depth?

Using the historical contextualization provided, identify 2-3 events or organizations that you would like to learn more about. Complete the analyze a written document form for 3 primary sources found in the archive connected to these events. For example, if you chose Proposed Reform to Implement Diversity in Education (P.R.I.D.E.) fill out the analyze a written document form for three of the primary sources listed. You should have at least 10 at the end of the activity.

THINKING LIKE AN ARCHIVIST

Comparing the historical contextualization provided and the primary sources analyzed, what information is still needed to answer the research question, what strategies do students deploy to enact sustainable change? Think about your social media page, the historical context is a snapshot of an event that happened years ago, what other questions do you have about this organization or event? Does the contextualization share whether the change was sustainable? How do you measure, can you measure sustainable change? Identify what missing information you need to answer the research question.

COMMON CORE STANDARDS

CCSS.ELA-Literacy.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-Literacy.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-Literacy.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-Literacy.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

TEKS STANDARDS

d(9) History The student understands the impact of the American civil rights movement.
d(10) History The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.
d(20) Government The student understands the impact of constitutional issues on American society.
d(22) Citizenship The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights.
d(25) Culture The student understands how people from various groups contribute to our national identity.
d(28) (28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.