

Lesson 1: Evaluating Primary Sources: A Lesson on Critical Language Use

by Sarah Milligan with Teaching Tips from Brandy Perceful and Shanedra Nowell

How can teachers use archival documents in the classroom not only to teach about a historical event, but also to strengthen students' critical inquiry skills? This lesson aims to help students develop critical inquiry skills by examining how historic images and objects are framed in institutional contexts. Students will examine historic "captions" of postcards created of the 1921 Tulsa Race Massacre and how personal perspective shapes the way we view historic objects. At the end of the lesson, students will gain a deeper understanding of the 1921 Tulsa Race Massacre by interrogating the documentation of this event and reinforce the need to think critically about how information is generated and shared.

Lesson Title: Evaluating Primary Sources: A Lesson on Critical Language Use	
Time Requirement: 50-60 min.	Suggested Courses: U.S. History (1878–Present), AP U.S. History, Oklahoma History, African American History
Central Focus: This lesson offers a general overview of primary source context. It includes a discussion of the positionality of people who have institutionalized the care and access of primary source material over time and explores how language matters. Explore the slide deck created by our classroom teacher: https://docs.google.com/presentation/d/1CPBhyr8iqvJ12hiL7Ru1_t3tiuZzy0UUZEeklbb32G8/edit?usp=share_link	
Essential Questions: What are primary sources and how are they created and “institutionalized?” What could be missing? How does language describing this material accurately represent the cultural context of the object?	
For the Teacher: For an overview of the 1921 Tulsa Race Massacre, see the digital exhibition from the Tulsa City-County Library: https://www.tulsalibrary.org/1921-tulsa-race-massacre . For an overview of understanding and talking about bias, see this resource from the Smithsonian National Museum of African American History: https://nmaahc.si.edu/learn/talking-about-race/topics/bias . For more on the history of sharing images taken during and in the wake of the 1921 Tulsa Race Massacre, see: <i>World Literature Today</i> . 2021. Volume 95(2, Spring). Photographing the Tulsa Massacre: A Conversation with Karlos K. Hill by Daniel Simon: https://www.worldliteraturetoday.org/2021/spring/photographing-tulsa-massacre-conversation-karlos-k-hill-daniel-simon .	

For more depth: *The 1921 Tulsa Race Massacre: A Photographic History* by Karlos K. Hill: <https://www.oupres.com/9780806168562/the-1921-tulsa-race-massacre>.

See this article detailing the 2021 petition by University of Oklahoma librarians to update the terminology for the Tulsa Race Massacre within the Library of Congress subject headings https://www.ou.edu/web/news_events/articles/news_2021/library-of-congress-accepts-ou-libraries-proposal-to-change-subject-heading-to-tulsa-race-massacre.

Tips for checking bias in archival descriptions:

Use these examples from the *Anti-Racist Description Resources* describing how to be more accurately descriptive of context in framing archival or primary source records. For example, when it is clearly demonstrated or understood that there is action happening, do not try to make it a passive description. Looking at the example from the first exercise under “Engage,” assigning the term rioters to people in the car is accurate to the historic understanding of what happened and demonstrates relevance to the event it represents rather than describing people as passively “riding in a car.”

From the *Anti-Racist Description Resources* Created by Archives for Black Lives in Philadelphia’s Anti-Racist Description Working Group:

https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf

Suggestions for evaluating and thinking critically about how primary source descriptions can impact our understanding or assumptions about a source:

- Unlearn the “neutral” voice of traditional archival description.
- “Is the descriptive language I am using respectful to the larger communities of people invested in this record?”
- Decenter “neutrality” and “objectivity” in favor of “respect” and “care.”
- Avoid passive voice when describing oppressive relationships, for example, identifying a “slave” vs. “enslaved person.”
- Use active voice to embed responsibility within description.

For example, consider the difference between these two sentences:

1) “Four Kent State University students were killed on May 4, 1970, during a clash between the Ohio National Guard and a crowd gathered to protest the Vietnam War.”

2) “Members of the Ohio National Guard killed four Kent State University students during a mass protest against the Vietnam War.”

Oklahoma Academic Standards:

Social Studies Practices

- 2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.
- 2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.

- 2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.
- 2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.
- 3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
- 3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
- 3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.
- 3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.
- 3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.
- 3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.
- 4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.

Oklahoma History

- OKH.5.2. Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:
 - A. growth of all-black towns (1865–1920)
 - B. passage of Senate Bill 1 establishing Jim Crow Laws
 - C. rise of the Ku Klux Klan
 - D. emergence of “Black Wall Street” in the Greenwood District
 - E. causes of the Tulsa Race Riot and its continued social and economic impact.
 - F. the role labels play in understanding historic events, for example “riot” versus “massacre”.

United States History (1878–Present)

- USH.4.1 Examine the economic, political, and social transformations between the World Wars.
 - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.

Primary Sources in this Lesson:

Historic Postcard with the caption, "Captured Negroes on Way to Convention Hall - During Tulsa Race Riot, June 1, 1921." Courtesy of Tulsa Historical Society and Museum

<https://tulahistory.pastperfectonline.com/photo/CD1D200D-B47C-48AF-A96D-223155630968>.

Historic Postcard with the caption, "Tulsa Negro Uprising. West Side of Greenwood, at Archer." Courtesy of Tulsa Historical Society and Museum

<https://tulahistory.pastperfectonline.com/Photo/4A7C3B36-A640-41C3-A526-061926545403>.

Historic Postcard with the caption, “Scene from Tulsa Race Riot June 1st 1921.” Collection of the Smithsonian National Museum of African American History and Culture
<http://n2t.net/ark:/65665/fd53fef46c1-75d7-4379-9f5b-ebb257182653>.

“Burning of church where amunition [sic] was stored - during Tulsa Race Riot.” American National Red Cross photograph collection, Library of Congress
<https://www.loc.gov/pictures/item/2017679767>.

Common Misconceptions and How You Plan to Address Them:

Objects and artifacts in museums, historical societies, libraries, and archives are presented as neutral pieces of representative evidence of our cultural past, but in reality they are collected or framed by individuals with often limited ties or understanding to the community or culture the sources represent. One way to more accurately engage with primary source materials is to understand the processes in which they are created, collected, and presented to the public.

Lesson Objectives:

After completing this lesson, students will be able to:

- Cite specific evidence to support analysis of primary sources.
- Identify aspects of a text (audio or written) that reveal an author’s point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).

Academic Language/Terminology:

- Implicit bias: a bias or prejudice that is present but not consciously held or recognized ([Merriam Webster dictionary](#))
- Primary source: raw materials of history—original documents and objects that were created at the time under study ([Library of Congress](#))

Differentiation and Other Modifications:

This lesson uses visual materials that may be a challenge for visually impaired students. Aid these students with thick description of the photographs that engages other senses. Teachers may remove timed elements for students with time accommodations on tests or assignments.

Teacher Materials and Preparation:

Test all links connected to classroom activities. Review and print needed worksheets.

Context:

For more information on how language creation happens related to primary source material, see the Digital Public Library of America’s “Statement on Potentially Harmful Content”
<https://dp.la/about/harmful-language-statement>.

5E Instructional Model

Engage: Visualize This (2-5 min.)

Objective: Reflect on subjectivity in archival metadata and how subjectivity can influence a researcher's framing of an archival object.

Action:

Read the first archival description of an image and ask the group to visualize this image. Then read the second and third description and ask to visualize the image. Then reveal that both descriptions are descriptions of the same image. Open a discussion on whether they had a different or similar image visualized for both descriptions. Does it matter?

- 1) “A group of Caucasian men in a car during the 1921 Tulsa Race Massacre. One man stands on the car’s running board. One man at the rear carries a rifle or shotgun.” (see object in this [digital exhibition](#)).
- 2) “A photographic reproduction of a photo taken of a ‘skirmish car’ with ten white men with firearms driving through a neighborhood” (see object in this [digital collection](#)).
- 3) “A group of armed white rioters in a car with one occupant holding a gun and another man standing on the running board from the Tulsa Race Massacre, 1921” (see object in this [digital collection](#)).



Thumbnail image for reference. Find image reproduced at end of lesson.

Ask to think about or discuss the difference in the three descriptions. Discuss how an image or artifact is described in collections and how the language of that description can also affect an individual’s assumptions and experience when interacting with it in an archive or museum.

Teaching Tips:

Spend time defining the word bias for students. Lead a discussion with students focusing on how narratives around important historical events are formed. Encourage them to think about power differentials in this process of shaping the narrative that is presented to the general public. This could also continue into an engagement in a brief discussion about immigration and the various ways different politicians and news organizations discuss the topic. At the conclusion of this discussion, ask students to stop and think about the social and political landscape of Oklahoma and the United States as a whole in 1921 and discuss it with a partner for a few minutes and then share what they discussed with the class. This served as my lead-in to the lesson’s activity.

Explore and Explain: Description Activity

(5 min. per image, 5-10 min. for reporting)

Objective: Think critically about how the framing of a primary source object can change over time and be intentionally or unintentionally biased based on the author's subjectivity. Think critically how to be more transparent in accurate descriptions for researchers.

Review: Context statement front the Smithsonian Museum of African American History on historic postcards depicting scene from the 1921 Tulsa Race Massacre

<http://n2t.net/ark:/65665/fd53d6610f6-6326-4f08-8be6-0b6fde8f5111>

On May 31 and June 1, 1921, in Tulsa, Oklahoma, mobs of white residents brutally attacked the African American community of Greenwood, colloquially known as “Black Wall Street,” in the deadliest racial massacre in U.S. history. Amidst the violence, both white rioters and the Oklahoma National Guard rounded up black residents of Greenwood and forced them to detention centers. More than 6,000 African Americans were interned at the Convention Hall, the Tulsa County Fairgrounds, and the baseball stadium McNulty Park. Some were held for as long as eight days.

Photo postcards of the Tulsa Race Massacre were widely distributed following the massacre in 1921. Like postcards depicting lynchings, these souvenir cards were powerful declarations of white racial power and control. Decades later, the cards served as evidence for community members working to recover the forgotten history of the riot and secure justice for its victims and their descendants.

Action: Break into small groups. Have each group look at one of the 1920s handwritten captions on the image turned postcard and as a group create new descriptions. Think about how language affects the audience’s perception of what is happening and focus specifically on how bias might come into play. What do you see? What do you know? What questions do you still have?

Teaching Tips:

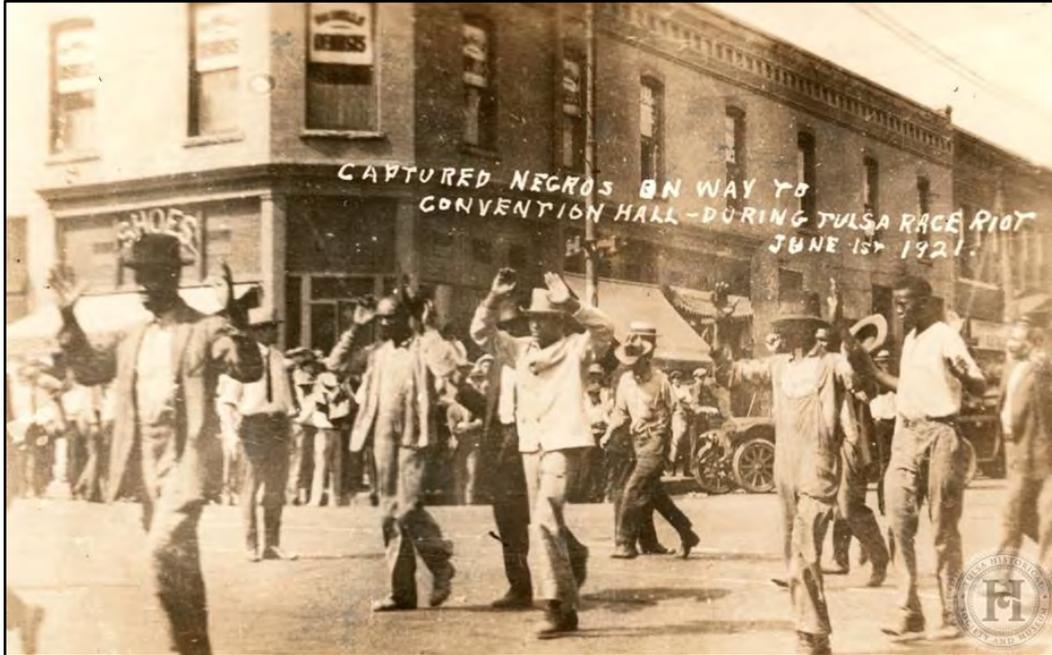
Students may struggle with the racial terms used on the images and in texts that describe the incident. Explain to students that some terms are outdated (such as Negro), but not necessarily offensive for the time period.

Have students consider the connection between bias and point of view. Use contemporary examples to help students understand that their bias toward their favorite brands or foods influences their point of view or perspective on topics.

Consider having students analyze and evaluate the reasons these photographs were taken. Discussion questions could include: “Was the photographer concerned with capturing and cataloging a historic event?” and “Who do you think wrote the captions on the photographs? The photographer? The postcard salesman? Someone else?”

The [See, Think, Wonder](#) visual thinking strategy would work well with this activity.

These photos are included in the lesson for reference. You may want to have larger copies available digitally or printed prior to using this activity in your course.



“Captured Negroes on Way to Convention Hall - During Tulsa Race Riot, June 1, 1921.”
[1984.002.071 - American Red Cross | Tulsa Historical Society](#)



“Tulsa Negro Uprising. West Side of Greenwood, at Archer.”
[1984.002.071 - American Red Cross, Tulsa Historical Society](#)



“Scene from Tulsa Race Riot June 1st 1921”

[2011.175.10 - Collection of the Smithsonian National Museum of African American History and Culture](#)



“Burning of church where ammunition [sic] was stored during Tulsa Race Riot”

[2017679767 - American National Red Cross photograph collection \(Library of Congress\)](#)

<p>Extension: Continuation of Description Activity: (5 min. per image, 5-10 min. for reporting) Objective: Think critically about how the framing of a primary source object can change over time and be intentionally or unintentionally biased based on the author’s subjectivity. Think critically how to be more transparent in accurate descriptions for researchers.</p> <p>Create captions for the provided unidentified images. Ask “What do you see? What do you know? What questions do you still have?”</p>	<p>Teaching Tips: As an extension to this lesson, students in a high school classroom also discussed the 2020 Ahmaud Arbery murder.</p>
<p>Evaluate: Students will complete a Reflection Exit Ticket. Ask students to write three things they learned about evaluating primary source information and identifying bias in primary source materials.</p>	
<p>Sources: Digital exhibition from the Tulsa City-County Library https://www.tulsalibrary.org/1921-tulsa-race-massacre</p> <p>Smithsonian National Museum of African American History, Talking About Race: Bias https://nmaahc.si.edu/learn/talking-about-race/topics/bias</p> <p><i>World Literature Today</i>. 2021. Volume 95 (2, Spring). Photographing the Tulsa Massacre: A Conversation with Karlos K. Hill by Daniel Simon https://www.worldliteraturetoday.org/2021/spring/photographing-tulsa-massacre-conversation-karlos-k-hill-daniel-simon</p> <p><i>The 1921 Tulsa Race Massacre: A Photographic History</i> by Karlos K. Hill https://www.oupres.com/9780806168562/the-1921-tulsa-race-massacre</p> <p>March 22, 2021 press release: <i>Library of Congress Accepts OU Libraries’ Proposal to Change Subject Heading to “Tulsa Race Massacre”</i> https://www.ou.edu/web/news_events/articles/news_2021/library-of-congress-accepts-ou-libraries-proposal-to-change-subject-heading-to-tulsa-race-massacre</p> <p><i>Anti-Racist Description Resources Created by Archives for Black Lives in Philadelphia’s Anti-Racist Description Working Group</i> https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf</p> <p>Digital Public Library of America’s “Statement on Potentially Harmful Content” https://dp.la/about/harmful-language-statement</p>	

Visualize This... Image and Captions for Classroom Use



- 1) “A group of Caucasian men in a car during the 1921 Tulsa Race Massacre. One man stands on the car’s running board. One man at the rear carries a rifle or shotgun.” (see object in this [digital exhibition](#)).
- 2) “A photographic reproduction of a photo taken of a ‘skirmish car’ with ten white men with firearms driving through a neighborhood” (see object in this [digital collection](#)).
- 3) “A group of armed white rioters in a car with one occupant holding a gun and another man standing on the running board from the Tulsa Race Massacre, 1921” (see object in this [digital collection](#)).

Lesson 2: Learning Through Investigating: Evaluating Point of View in Understanding History of the U.S. Federally Run Native American Board School

By Lisa Lynn Brooks, Montclair State University, adapted by Sarah Milligan, with Teaching Tips from Dee Maxey, Brandy Perceful, and Shanedra Nowell

How can teachers use a variety of primary source materials in the classroom to introduce students to the long and complicated history of federally controlled Native American boarding school history in the U.S.? This lesson aims to help students develop critical inquiry skills by examining how historic speeches, newspaper accounts, and oral history interviews frame perspectives on federally controlled Native American education from the 1880s to the mid-1900s. Students will explore a variety of sources for researching perspectives, writing down quotes and phrases that make an impression on them and making connections between the reported accounts in order to better understand the concepts of point of view and differing perspectives. At the end of the lesson, students will have a deeper understanding of the history of federally controlled Native American boarding schools in the U.S. by closely evaluating sources of information, a skill needed both inside and outside the classroom.

Lesson Title: Evaluating Point of View in Understanding the History of U.S. Federally Run Native American Board Schools	
Time Requirement: up to two 50-60 min. sessions	Suggested Courses: U.S. History (1878–Present), AP U.S. History, Oklahoma History, Native American History
Central Focus: This lesson explores primary source material related to the history of federally controlled Native American Boarding Schools. By evaluating various documented points of view related to this history, students will engage in critical thinking, close listening, and media literacy skills.	
Essential Questions: What was being said (students, parents, Bureau of Indian Affairs, and government officials more broadly) about Native American education from the 1880s to mid-20 th century? What are legacies of Indian education policy in the U.S. exist today?	
For the Teacher: To learn more about the history of Native American boarding schools in the U.S. see Chapter 3 of the Smithsonian’s National Museum of the American Indian’s <i>Native Words, Native Warriors</i> series: https://americanindian.si.edu/nk360/code-talkers/boarding-schools	
Oklahoma Academic Standards: Social Studies Practices <ul style="list-style-type: none">● 2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.	

- 2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
- 2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.
- 2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.
- 3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
- 3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
- 3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.
- 3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.
- 3.A.6-8.5 Distinguish between long-term causes and triggering events on historical developments or contemporary events.
- 3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.
- 3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.
- 3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.
- 4.A.6-8.2 Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
- 4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
- 4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.

Oklahoma History

- OKH.5.1: Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:
 - A. passage of the Indian Citizenship Act of 1924
 - B. effects of the federal policy of assimilation including Indian boarding schools (1880s–1940s)
 - C. authority to select tribal leaders as opposed to appointment by the federal government
 - D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

United States History (1878 - Present)

- USH.1.3: Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

- C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.
- D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his Cooper Union speech, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech.
- USH.4.1 Examine the economic, political, and social transformations between the World Wars.
 - C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.

Primary Sources in This Lesson:

1892 excerpt of a speech given to the National Conference of Charities and Correction by Captain Richard Henry Pratt on “The Indian Policy.”

https://carlisleindian.dickinson.edu/sites/default/files/docs-resources/CIS-Resources_PrattSpeechExcerptShort_0.pdf

The Helena Independent. (Helena, Mont.) 07 Sept. 1890. “Flathead Kindergarten,” *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<https://chroniclingamerica.loc.gov/lccn/sn83025308/1890-09-07/ed-1/seq-7>

The News-Herald. (Hillsboro, Highland Co., Ohio), 23 Nov. 1899. “Indian Affairs” *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<https://chroniclingamerica.loc.gov/lccn/sn85038161/1899-11-23/ed-1/seq-6>

Webster City freeman. (Webster City, Hamilton County, Iowa), 08 Aug. 1911. “Indians No Like School.” *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<https://chroniclingamerica.loc.gov/lccn/sn85050913/1911-08-08/ed-1/seq-6>

The North Platte semi-weekly tribune. (North Platte, Neb.), 25 Feb. 1916. “Uncle Sam’s Indian Wards.” *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<https://chroniclingamerica.loc.gov/lccn/2010270504/1916-02-25/ed-1/seq-6>

The Tomahawk. (White Earth, Becker County, Minn.), 14 June 1917. “Impure of Heart and Mind.” *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<https://chroniclingamerica.loc.gov/lccn/sn89064695/1917-06-14/ed-1/seq-1>

1928 report “The Problem of Indian Administration” also known as the “Meriam Report.” See the section, “Findings and Recommendations: Formal Education of Indian Children,” pp. 11–14.

<https://babel.hathitrust.org/cgi/pt?id=coo.31924014526150&view=1up&seq=39&skin=2021>

1932 ethnographic account “A Picture of Northwest Indians” by R.G. Stillman with George Anton (Nooksack) for the U.S. Work Projects Administration, Federal Writers’ Project.
<https://www.loc.gov/item/wpalh002771>

Section of an interview with Jim Baker, a former student at Chilocco Indian Agricultural School from 1958–1962 from the [Chilocco History Project](https://chilocco.library.okstate.edu) (<https://chilocco.library.okstate.edu>) at Oklahoma State University.
https://oohrp.library.okstate.edu/Access/render.php?cachefile=okso_sok_252_Baker.xml#

Other Resources:

Graphic novel *Chilocco Indian School: A Generational Story*:
<https://chilocco.library.okstate.edu/items/show/3867>

Timeline of U.S. Indian Policy from the Native American Boarding School Coalition 2020 Newsletter, Timeline of U.S. Indian Policy, p 4:
<https://secureservercdn.net/198.71.233.187/ee8.a33.myftpupload.com/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf>

Timeline depicting the history of Native American people in the U.S. after the arrival of Europeans in the 15th century:
<https://www.loc.gov/classroom-materials/immigration/native-american/removing-native-americans-from-their-land>

Common Misconceptions and How You Plan to Address Them:

One common misconception held by many is that Native American culture and lifeways are relegated to the past. By examining the history of the federal government’s failed attempts to suffocate Native American cultural traditions through controlling Indigenous education, students can learn about the continued way Indigenous people thrive today, despite these attempts. This also combats another common misconception of Native American disappearance, the idea that Native Americans do not exist anymore or disappeared from the Americas during the 1800s. Be aware that your own classroom may include Native students.

Want to know more about the use of language regarding Native American people and culture? See the Smithsonian’s National Museum of the American Indian “[Am I Using the Right Word](#)” tip sheet.

Lesson Objectives:

After completing this lesson, students will be able to:

- Identify evidence from primary and secondary sources.
- Cite specific evidence to support analysis of primary and secondary sources.
- Identify aspects of a text (audio or written) that reveal an author’s point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).

Academic Language/Terminology:

Ethnographic account: “Ethnography, simply stated, is the study of people in their own environment through the use of methods such as participant observation and face-to-face interviewing” (from the [National Park Service](#)).

Assimilation: In anthropology and sociology, the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society ([Britannica](#))

Differentiation and Other Modifications:

This lesson uses recorded materials that include transcripts so students with hearing impairments may read along as they review the primary source materials. Students with reading difficulties can listen to the recordings or use the transcripts to support their reading skills.

Teachers may remove timed elements for students with time accommodations on tests or assignments.

Teacher Materials and Preparation:

Test all links connected to classroom activities. Review and print needed worksheets.

Context:

A brief summary of the history of assimilationist policies toward Native Americans and the history of boarding schools and its effect on present-day Native Americans can be seen in this short documentary video: <https://youtu.be/UGqWRyBCHhw>.

5E Instructional Model

Engage:

Ask students for examples of informal and formal learning, for example learning to cook a meal from a family member or learning chemistry in a school classroom. Have a discussion to compare the differences in how and what is learned in both settings. Who decides what education looks like?

Teaching Tips:

Consider ways both informal and formal learning connect to students’ cultural and ethnic backgrounds.

Explore:

Before watching the 28-minute documentary on the history of the Chilocco Indian Agriculture School <https://www.youtube.com/watch?v=LuQtIjaCYzo>, a federal Native American boarding school in North Central Oklahoma, students will explore a few other secondary sources to expand their understanding of the history of Native American boarding schools.

Teaching Tips:

Expose students to topics of Native American boarding school history through reading *I Am Not a Number*, by Jenny Kay Dupuis and Kathy Kacer, illustrated by Gillian Newland, and/or *When We Were Alone*, by David A. Robertson, illustrated by Julie Flett

First, students will read a short [timeline depicting the history of Native American people in the U.S. after the arrival of Europeans in the 15th century](#).

Also, have students review the [Timeline of U.S. Indian Policy from the Native American Boarding School Coalition 2020 Newsletter, Timeline of U.S. Indian Policy, p 4](#).

After watching the documentary and reviewing the historical information, students will be ready to read the graphic novel [Chilocco Indian School: A Generational Story](#).

Read the following primary source set. Have students take notes of what message they encounter related to federal Native American boarding schools, including the time period, location, the role and perspective of the person or people being represented, and if their account is being shared firsthand or reinterpreted through another source. Students can use the Library of Congress [Primary Source Analysis Tool](#) to take notes or evaluate sources.

Source A: 1892 excerpt of a speech given to the National Conference of Charities and Correction by Captain Richard Henry Pratt on "[The Indian Policy](#)."

Source B: *The Helena Independent*. Helena, Mont., 07 Sept. 1890. "[Flathead Kindergarten](#)," *Chronicling America: Historic American Newspapers*. Lib. of Congress.

Source C: *The News-Herald*. Hillsboro, Highland Co., Ohio, 23 Nov. 1899. "[Indian Affairs](#)," *Chronicling America: Historic American Newspapers*. Lib. of Congress.

Source D: *Webster City Freeman*. Webster City, Hamilton County, Iowa, 08 Aug. 1911. "[Indians No Like School](#)," *Chronicling America: Historic American Newspapers*. Lib. of Congress.

Discussion Questions: What ages/grades do you think are appropriate for these books? Explain.

Why would it be important to tell this story to both Native American people and non-Native American people?

If needed, add more secondary sources aimed at older students/adults to further deepen understanding.

If students are not familiar with graphic novels or comic books, be prepared to show them "how to" read them. Check out [How to Read a Graphic Novel](#) for helpful hints on how graphic novels differ from conventional books.

Ask students to examine a number of primary source objects posted around the room from the LOC, including newspaper articles, a political cartoon, and images. Give them a "what makes you say that?" structure (<https://pz.harvard.edu/projects/visible-thinking>), which connects well with "Claim Evidence Reasoning" or CER (<https://www.edutopia.org/blog/science-inquiry-claim-evidence-reasoning-eric-brunsell>) models students might use in Science and in Social Studies courses.

Give students 10–15 minutes to wander and examine with the directive in mind and determine what the primary sources say about how people felt or thought during the represented time period. Students then return to their table to complete a CER worksheet (like this: [*Journal of Folklore and Education* \(2023: Vol. 10, Issue 2\)](https://wpvip.edutopia.org/wp-content/uploads/2022/10/edutopia-brunsell-claims-evidence-reasoning-</p></div><div data-bbox=)

<p>Source E: The North Platte Semi-weekly Tribune. North Platte, Neb., 25 Feb. 1916. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress.</p> <p>Source F: <i>The Tomahawk</i>. White Earth, Becker County, Minn., 14 June 1917. “Impure of Heart and Mind.” <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress.</p> <p>Source G: 1928 report “The Problem of Indian Administration” also known as the “Meriam Report.” See the section, “Findings and Recommendations: Formal Education of Indian Children,” pp. 11–14.</p> <p>Source H: 1932 ethnographic account “A Picture of Northwest Indians” by R.G. Stillman with George Anton (Nooksack) for the U.S. Work Projects Administration, Federal Writers’ Project.</p> <p>Source I: Interview with Jim Baker, a former student at Chilocco Indian Agricultural School from 1958–1962 from Chilocco History Project.</p>	<p>graph.pdf). Require 3 different sources to support their claim.</p> <p>Using a “Think, Pair, Share” framework, ask students to think about all the interactions that Indigenous Americans have had with the U.S. Government after engaging secondary sources, then answer the following question: “Were these interactions positive or negative?” Ask students to think about, discuss, and share their conclusions with paired partners. After larger class discussion, have students write a paragraph describing their reasoning behind their position, including supporting material for their argument.</p>
<p>Explain: Write or create student discussion groups based on the notes students took while reading the public accounts. After students share their ideas in a whole class or small group discussion, ask “How do you piece together these different accounts over different time periods to make a bigger picture of this history?”</p>	<p>Teaching Tips: Have students return to their notes or LOC Analysis Guides and use them as evidence to support their discussion claims.</p>
<p>Extend: Hang a large piece of butcher paper, poster size sticky note, or a classroom whiteboard on the wall. Using individual words, quotations, questions, drawings or symbols, have students share their feelings, responses, and questions related to the perspectives shared in the various sources. Facilitate a class discussion based on the points shared on the wall.</p>	<p>Teaching Tips: Also consider assigning students to write a one- page Claim, Evidence, Reasoning paper that answers the question “Based on the definition provided by the text, does the act of forcing indigenous children to attend Native American Boarding Schools fit the definition of Cultural Genocide?”</p>

	<p>Students are required to support their claim with evidence from the “Kill the Indian, Save the Man.’ An Introduction to the History of Boarding Schools,” the “Chilocco Through the Years” documentary, and one other approved source of their own.</p>
<p>Evaluate: Students will complete a Reflection Exit Ticket. Ask students to write three things they learned about the history of federal Native American boarding schools in the U.S. or about understanding a story over time.</p>	
<p>Sources: Library of Congress, Immigration and Relocation in U.S. History; Native American: https://www.loc.gov/classroom-materials/immigration/native-american</p> <p><i>Chilocco Through the Years</i> documentary: https://www.youtube.com/watch?v=LuQtljaCYzo</p> <p><i>Chilocco Indian School: A Generational Story</i> graphic novel: https://chilocco.library.okstate.edu/items/show/3867</p> <p>Library of Congress Primary Source Analysis Tool https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</p> <p><i>Healing Voices Volume 1: A Primer on American Indian and Alaska Native Boarding Schools in the U.S.:</i> https://secureservercdn.net/198.71.233.187/ee8.a33.myftpupload.com/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf</p> <p>Smithsonian’s National Museum of the American Indian, “Native Words, Native Warriors” series: https://americanindian.si.edu/nk360/code-talkers</p>	

Lesson 3: Learning Through Evaluating Expression

By Lisa Lynn Brooks, adapted by Sarah Milligan, with Teaching Tips from Angela DeLong, Dee Maxey, and Shanedra Nowell

How can teachers use historic yearbooks to teach not only about a historical event, but also strengthen student’s observation and critical inquiry skills? This lesson seeks to help students draw connections between character representation, humor, and irony in historic narrative by evaluating generations of student-created yearbook art from a historic Native American boarding school in the U.S. Students will create their own character sketches and discuss ways representation is found in primary source objects. At the end of the lesson, students will have a greater understanding of the history of Native American boarding schools in the U.S. and practice close observation and critical inquiry skills.



Chilocco Senior Class Annual, 1930, p. 18: <https://catalog.archives.gov/id/2745609>

Lesson Title: Point of View in Understanding the History of U.S. Federally Run Native American Board Schools	
Time Requirement: 50-60 min.	Suggested Courses: U.S. History (1878–Present), AP U.S. History, Oklahoma History, Native American History
Central Focus (Purpose): This lesson explores primary source material related to the history of federally controlled Native American boarding schools. By evaluating various documented points of view related to this history, students will engage in critical thinking, close listening, and media literacy skills.	
Essential Questions: How can education be considered assimilation? What does the individual and a Tribe gain and lose from assimilation?	
For the Teacher: For a concise overview of the history of federal policies and impact for Native American education, see: <i>Healing Voices Volume 1: A Primer on American Indian and Alaska Native Boarding Schools in the U.S.</i> https://secureservercdn.net/198.71.233.187/ee8.a33.myftpupload.com/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf	

Watch the short (28 min.) documentary *Chilocco Through the Years* for a general overview of the history of federal Indian boarding schools in the U.S. through the lens of the Chilocco Indian Agricultural School, open between 1884 and 1980 in North Central Oklahoma.

<https://youtu.be/LuQtljaCYzo>

Oklahoma Academic Standards:

Social Studies Practices

- 2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.
- 2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
- 2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.
- 2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.
- 3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
- 3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
- 3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.
- 3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.
- 3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.
- 3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.
- 4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.

Oklahoma History

- OKH.5.1: Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:
 - A. passage of the Indian Citizenship Act of 1924
 - B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s)
 - C. authority to select tribal leaders as opposed to appointment by the federal government
 - D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

United States History (1878–Present)

- USH.1.3: Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.

- C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.
- D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his Cooper Union speech, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech.
- USH.4.1 Examine the economic, political, and social transformations between the World Wars.
 - C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.

Primary Sources in this lesson:

Chilocco Senior Class Annual, 1930, p. 18: <https://catalog.archives.gov/id/2745609>
 Chiloccoan, 1947, p. 21: <https://catalog.archives.gov/id/2745626>
 Chiloccoan, 1950, p. 14: <https://catalog.archives.gov/id/2745629>
 Chiloccoan, 1969, p. 11: <https://catalog.archives.gov/id/2745648>
 Chiloccoan, 1972, p. 61: <https://catalog.archives.gov/id/2745651>
 Chiloccoan, 1975, p. 39: <https://catalog.archives.gov/id/2745654>

Common Misconceptions and How You Plan to Address Them:

Understanding historical events does not come from one single perspective. This lesson addresses the importance of investigating historical events from multiple perspectives to better understand a larger history of the creation and implementation of a 19th century education policy generational effect. By investigating primary source objects, such as yearbooks, students exercise skills in critical thinking around media and information literacy.

Lesson Objectives:

After completing this lesson, students will be able to:

- Recognize satire and humor using historic analysis
- Identify aspects of a text or images that reveal an author's point of view or purpose (e.g., juxtaposition of contextual imagery, intentional inaccuracies)

Academic Language/Terminology:

Assimilation: In anthropology and sociology, the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society ([Britannica](#))

Symbolism: The art or practice of using symbols, especially by investing things with a symbolic meaning or by expressing the invisible or intangible by means of visible or sensuous representations ([Merriam-Webster](#))

Differentiation and Other Modifications:

Teachers may remove timed elements for students with time accommodations on tests or assignments.

This lesson uses visual materials that may be a challenge for visually impaired students. Aid these students with thick description of the photographs that engages other senses.

Teacher Materials and Preparation:

Test all links connected to classroom activities. Review and print needed worksheets.

Context: Read the graphic novel *Chilocco Indian School: A Generational Story* for an introduction of federal Indian boarding schools in the U.S. through the lens of the Chilocco Indian Agricultural School, open between 1884 and 1980 in North Central Oklahoma. And/or watch a 28-minute documentary, *Chilocco Through the Years* for more detailed history. <https://youtu.be/LuQtIjaCYzo>

A brief summary of the history of assimilationist policies toward Native Americans and the history of boarding schools and their effect on present-day Native Americans can be seen in this short documentary video: <https://youtu.be/UGqWRyBCHhw>

5E Instructional Model

Engage:

Native American students survived attending boarding school, or off-reservation schools by remembering who they were, even when the school wanted to turn them into something else. They expressed themselves through dance, song, and art. Look at the cartoons Chilocco Indian Agricultural students drew for school yearbooks characterizing a group stereotype juxtaposed with contemporary environments. What symbolism do you see? What might be ironic? What message might different “readers” take away?

Examples of student art from the *Chiloccoan* yearbook: *Chiloccoan* yearbook series is found in the National Archives online catalog: <https://catalog.archives.gov/search?q=chiloccoan>

Teaching Tips:

Expose students to topics of history of Native American boarding school through reading *I Am Not a Number*, by Jenny Kay Dupuis and Kathy Kacer and Illustrated by Gillian Newland, or *When We Were Alone* by David A. Robertson, Illustrated by Julie Flett

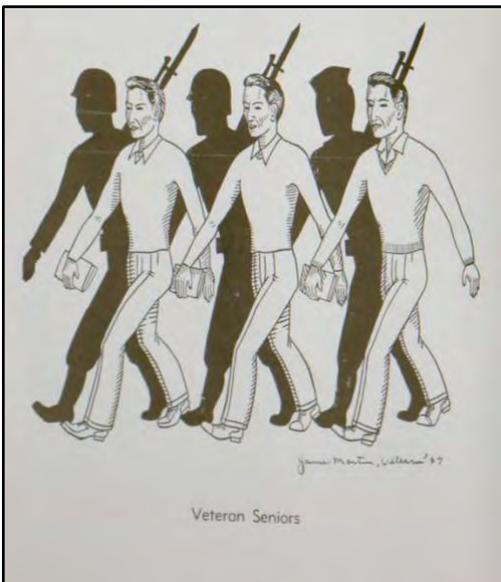
Remind students that primary sources convey:
1. A more comprehensive reflection of the time period and how people felt and thought about the issues of the day
2. That they are biased and the language used is often not appropriate for the modern time period.

1930: <https://catalog.archives.gov/id/2745609>

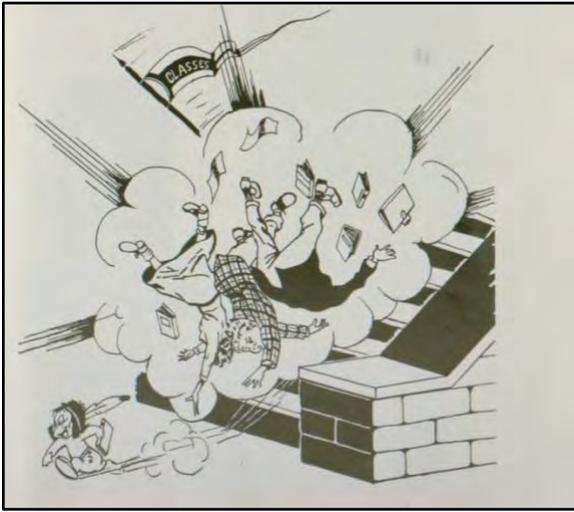


These photos are included in the lesson for reference. You will want to have larger copies available digitally or printed prior to using this activity in your course.

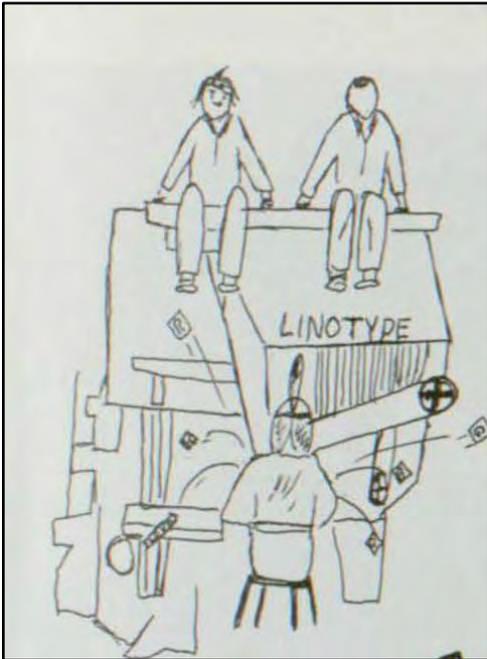
1947 <https://catalog.archives.gov/id/2745626>



1950 <https://catalog.archives.gov/id/2745629>



1969 <https://catalog.archives.gov/id/2745648>



1972 <https://catalog.archives.gov/id/2745651>



1975 <https://catalog.archives.gov/id/2745654>



Explore:

Draw a picture of yourself in class, but add details that make sure everyone knows who you are.

Discuss drawings in class or small groups.

Teaching Tips:

Before moving this part of the lesson, students should compare/contrast ways their own school's yearbooks choose to represent students and students' lives.

Explain:

Write or create student discussion groups on the self-portrait activity. Invite discussion on what a stereotype they were working to counter through their cartoon might have been and why that felt important to include. Help draw connections between Chilocco yearbook cartoons and student's own drawings. After students share their ideas in a whole class or small group discussion, ask students: *How can humor and artistic expression help counter stereotypes of a community or culture?*

Teaching Tips:

Use a [template worksheet](#) that follows this lesson to track the steps in this learning activity.

<p>Extend: What function can artistic expression (music, art, dance) play in being comfortable in a potential uncomfortable space?</p>	<p>Teaching Tips: Explore political propaganda cartoons from WWII. Give students 5 minutes to write an analysis of the cartoon.</p> <p>Play soft music from 1920s–1950s (such as the Bygone Era on Spotify) in the background.</p> <p>Follow up discussion: What did they see? What symbolism was there? What was ironic? What was the purpose? (5–7 minutes)</p>
<p>Evaluate: Reflection Exit Ticket or homework to identify artistic expressions they use to feel closer to home or community.</p>	
<p>Sources: <i>Chiloccan</i> yearbook series is found in the National Archives online catalog: https://catalog.archives.gov/search?q=chiloccan</p> <p>Documentary “Chilocco Through the Years” https://youtu.be/LuQtljaCYzo</p> <p>Graphic novel “Chilocco Indian School: A Generational Story” https://chilocco.library.okstate.edu/items/show/3867</p> <p><i>Healing Voices Volume 1: A Primer on American Indian and Alaska Native Boarding Schools in the U.S.</i> https://secureservercdn.net/198.71.233.187/ee8.a33.myftpupload.com/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf</p>	

Self-portrait Template Worksheet: Evaluating Artistic Expression

Student questions for reflection:

How can education be assimilation?

What does the individual and tribe gain and lose from assimilation?

Cartoon	What Do You See?	What Does It Mean?
1930		
1947		
1950		
1969		
1972		
1975		

In the box below, create a drawing of yourself. Add any background and/or objects that would make it more clear that it is you.



Explain your drawing:

What function can artistic expression (music, art, dance) play in being comfortable in a space?

OR

How does art (visual, music, dance, etc) make you feel more at home? Give a personal example.

Lesson 4: Exploring Counternarratives in Vermont’s Agricultural Life

by Alexandra S. Antohin and Mary Wesley with Teaching Tips from Mary Rizos

Oral histories can be considered primary sources: first-hand accounts or evidence of an event or time created by people who had direct experience of that time. They are different from secondary sources: accounts that retell, analyze, or interpret events, usually at a distance of time or place. Some primary sources are created as a byproduct of people simply living their lives: account ledgers, diaries, postcards or personal correspondence. Some are official documents such as census data or news reports. Oral histories are unique as primary sources because they are first-hand accounts created with intention and usually in collaboration with the person recording the oral history (a researcher, a family member, a friend).

Teacher Statement by Mary Rizos: “I was anchored in those questions from the lesson plans: What do you get from listening to the recording? What do you get from reading the transcript? Compare those experiences...They [the students] were really curious about the material. I didn’t have to structure it much for them to get something out of it. I think that using these materials, particularly with my 10th grade students, it did a lot for me in terms of how I understand their lives and their experience here...They had the same kind of language learning stuff that the younger kids did. They were like, we don’t understand this... They did a better job, though, of listening to the recording, picking out words and guessing at meaning. And so, then when they got the transcript, it all came together for them really well. So as a language learning experience, as a language practicing experience, it was great. It was very valuable.”

Course: Middle/High School Social Studies, History, Language/World Language	Lesson Title: Exploring Counternarratives in Vermont’s Agricultural Life
Time Requirement: 1–2 sessions	
Central Focus (Purpose): This lesson introduces the key terms of narratives and oral history documentation to deepen understanding about community life. Students will explore life experiences and personal perspectives that can offer counter narratives to dominant stories about Vermont’s agricultural life.	
Essential Questions: How can an oral history interview create documentation on missing perspectives? How can an oral history recording create new knowledge?	
For the Teacher: Depending on the population of your students, your dominant narrative about place might not be the same as your students. Consider opening this lesson by learning from them what narratives they have about local places.	
As a way to introduce how narratives are shaped by individual perspectives and vantage points, listen to “The Danger of a Single Story” by Chimamanda Adichie .	
To learn more about counternarratives, see Raúl Alberto Mora’s description from the Center for Intercultural Dialogue	

Vermont Academic Standards:**World Language Proficiencies:**

From ACTFL (the American Council on the Teaching of Foreign Languages) World Readiness Standards for Learning Languages:

- ACTFL Standard 1.2 (Communication; Communicate in Languages Other Than English): Students understand and interpret written and spoken language on a variety of topics.
- ACTFL Standard 4.1 (Comparisons; Develop insight Into the Nature of Language and Culture): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- ACTFL Standard 5.1 (Communities; Participate in Multi-Lingual Communities and Home & Around the World)

Social Studies Proficiencies:

From the NCSS C3 Standards

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Transferable Skills:

Vermont Transferable Skills: Informed and Integrative Thinking

Vermont Transferable Skills: Responsible and Involved Citizenship

Suggested Primary Sources in This Lesson:

- [Farm owner discusses his experiences with migrant workers](#)
- [Gertrude “Gert” Lepine on the freedom afforded by farming](#)
- [Euclid and Priscilla Farnham on Changes to Dairy Farming Practices](#)
- Migrant farm worker, “This is What You Lack”
- Migrant farm worker, “We’re Trapped”
- [Farm owner, “They’re Scared”](#)

Learning Objectives:

After completing this lesson, students will be able to:

- Cite specific evidence to support analysis of primary sources.
- Identify aspects of a text (audio or written) that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Academic Language/Terminology:

Dominant Narratives: Stories or explanations that are created and upheld (consciously or unconsciously) to convey the progress, success, and power of a dominant group, society, or nation.

Counternarratives: Stories usually not included in a dominant narrative, focused on individual or group struggle, resistance, conflict, contradictions, and injustice as well as joy, celebration and resilience.

Differentiation and Other Modifications:

- Use recorded materials that also include transcripts so students may also/instead read primary source materials.
- Remove timed elements for students with time modifications on tests or assignments.
- Primary sources can be swapped out with maple sugar collection and/or local agriculture collection to explore similar dominant and counter narratives.
- For a World Language class, feature interview excerpts in Spanish language (“This is What You Lack”; “We’re Trapped”) and adjust the amount of replays of clips depending on grade level.

Teacher Materials and Preparation:

Test all links connected to classroom activities and that your classroom technology can play audio recording (e.g. speakers, headphones).

Review and print the Primary Source Analysis worksheet, 1962 Vermont Life cover, and transcripts for all primary sources.

Review [Circle of Viewpoints protocol](#) from Project Zero.

5E Instructional Model

Engage:

Ask students to share what they know to be a narrative. Have you ever had to tell or write one?

Narratives come from stories that are shared, retold, and preserved. This can appear in places such as news media, literature, movies as well as urban legends, songs, jokes, gossip and rumors, and murals.

Explore:

Present the [1962 cover of Vermont Life](#) (credit: “Marshfield” by Bruce O. Nett) as an example of a dominant narrative about Vermont life.

Use the [Library of Congress Primary Source Analysis Tool](#) to gather observations.

Follow up with the following questions:

- What do these images communicate to you?

Teaching Tips:

To help introduce the idea of local narratives, have students create maps of the places most important to them. What are some common themes? What are some differences between the students’ maps?

Have students do a Google image search using the keywords “Vermont”, “Vermont life.” What are the results that you see? How do the images relate to ideas about Vermont from the *Vermont Life* cover?

<ul style="list-style-type: none"> • What words would you use to describe these images? • How are people’s lives represented? • What is absent from the images? 	<p>Have students do a Library of Congress image search with the same keywords for additional material to compare.</p>
<p>Explain: Divide the students into three groups. Each group will listen and reflect on the following narratives:</p> <ul style="list-style-type: none"> • Farm owner discusses his experiences with migrant workers • Gertrude “Gert” Lepine on the freedom afforded by farming • Euclid and Priscilla Farnham on Changes to Dairy Farming Practices <p>Use the following questions to drive the discussion:</p> <ul style="list-style-type: none"> • In a few sentences, describe this person’s perspective on farming. • Thinking back to the images we looked at, how does this person’s narrative about farming relate to those images? • What questions are you left with after hearing this short clip? 	<p>Teaching Tips: To explore the idea that narratives are shaped by individual experience, have students read “The Body Rituals of the Nacirema” by Horace Mitchell Miner. What is being described? Who is this about? What connections did you make when reading this description? Would you describe some of those connections as assumptions?</p> <p>Note: a few students might figure out this description is about American life. Once you reveal that Nacirema is America spelled backwards, discuss what influenced your initial thoughts and impressions. How does perspective matter when presenting narratives about people and places?</p>
<p>Elaborate: For the three perspectives featured in the clips, complete the following sentence starters for each individual, using the Circle of Viewpoints protocol:</p> <ul style="list-style-type: none"> • I am thinking of [the topic] from the viewpoint of [the viewpoint you’ve chosen]. • I think [describe the topic from your viewpoint]. <ul style="list-style-type: none"> ◦ <i>Be an actor—take on the character of your viewpoint.</i> 	

<ul style="list-style-type: none"> • A question I have from this viewpoint is [ask a question from this viewpoint]. 	
<p>Evaluate: Exit ticket: Reflect on this quote from Greg Sharrow: “...truth from my point of view is a chorus. It’s a chorus of 10 people, or a chorus of a thousand people, where some people are singing in unison, some people are singing in harmony, and some people are singing in disharmony.”</p> <p>What “sources” exist in your life/community that you’re curious to learn from? How might you act on that curiosity?</p>	<p>Teaching Tips: Have students return to the introductory questions about narratives about local places. Offer an opportunity to write what they know now about agriculture locally and regionally (e.g. Vermont vs New Hampshire).</p>
<p>Archival Connections:</p> <ul style="list-style-type: none"> • Vermont Folklife Farming and Foodways Primary Source Set • Occupational Folklife Project, Library of Congress • “Who Farms” Project Interviews • Finding Roots: Asian American Farmers in Contemporary America: Occupational Folklife Project, 2020-2021 	