

# Are We There Yet?



Introducing History to

Third Graders

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Champaign County Historical Archives

## Lesson 3: Defining Primary Sources Analyzing Written Documents

1. Using Lesson 2's graphic organizer transparency, review terms: **evidence, written documents, photographs, artifacts**
2. Introduce the term “**primary source**” - a primary source links the event to the past; something used or made  
(Student-friendly definition:  
<http://www.mdk12.org/instruction/curriculum/reading/glossary.shtml>)
3. Present the [original letter written by an 8 year old boy](#) from 1933-- sample of **primary source**
4. Hand out copies of letter, and using a transparency of [modified Written Document Analysis Worksheet](#), teacher models how to use worksheet to analyze a written document:  
(*original document analysis worksheet:*  
<http://www.archives.gov/education/lessons/worksheets/>)
5. Hand out copies of “[Westward I Go Free](#),” the written events of a pioneer family moving westward as told by members of the family and

narrated by others.

6. Pre-reading discussion: guide students as to which parts are told by family members and which parts are narrated by others.

7. First, read aloud sections of the text. Ask questions about what has been read.

8. Then, students read with partners.

9. Hand out the worksheet and students work in groups and fill out [modified Written Document Analysis Worksheet](#). Give students enough time to finish the worksheet.

10. Ask students to provide answers to the modified worksheet and fill in a transparency of the worksheet with their responses.