

Morris et al., "Module 10: Appendix C. Lesson Plan Template," in *Teaching With Primary Sources*, ed. Prom & Janicke Hinchliffe, 130

<p>Course Title/Topic: American Military History</p> <p>Faculty/Teacher Name: Dr. History Professor</p>	<p>HST 370 - American Military History, University of Washington</p>
<p>Learner Level: Undergraduate</p>	<p>Time Duration: 90 minutes: 40 minutes teaching about primary source materials using chosen primary source archive material as basis + 15 minutes for a "show and tell" of other items in the collections and how students can find them + 35 minutes for the final activity split into 20 minutes of creating and 15 minutes of presenting student creations.</p>
<p>Educational Standard or Threshold Concept:</p>	<p>Research as inquiry & Information Creation as a Process.</p>
<p>Faculty/Teacher's Learning Goal(s):</p>	<p>Students will have learned and explored armed conflicts involving the US and how their outcomes have shaped US and Global society & worldwide relations.</p>
<p>Primary Source Learning Objective(s)/Outcome(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1) Understand how to <i>recognize</i> war era ephemera and use it as a primary source. (Corresponds to <i>Guidelines</i> learning objectives 1.A, 1.B) 2) Be able to <i>analyze</i> war time ephemera for themselves by understanding the time it came from. (Corresponds to <i>Guidelines</i> learning objectives 4.C) 3) Understand the <i>creation process</i> that went into making war-time ephemera both physical aspects and mental thinking, and time-period. (Corresponds to <i>Guidelines</i> learning objectives 4.E and 4.F)
<p>Activity/-ies:</p>	<p>Making a primary source piece: students will combine their knowledge from their class and the primary source presentation to create their pro or anti, war-time propaganda on any US involved war. Then have some volunteers present their piece and describe it to the class to see if they are pro – or against the war in question.</p>
<p>Evaluation Method(s):</p>	<p>Meeting of the learning outcomes assessed through discussion/presentations from final activity</p>
<p>Notes and feedback following the lesson:</p>	<p>N/A</p>

The class I will be instructing is the HST 370 - American Military History from the University of Washington. This is the same location that the Vietnam War Era Ephemera collection I will be teaching with is located. This course is an upper level course, being 370 but has no pre-requisites to taking it so students do not need to have come with prior knowledge. The topics of the class are vast ranging from the revolutionary war and ending with the US deployment to Afghanistan. The main focus or takeaways for students is to have learned and explored armed conflicts involving the United States and how their outcomes have shaped US and Global society & worldwide relations. The lessons are split into 2 parts, one part focusing on the US home front and how conflicts have impacted the US and the second part looks at the war itself. Some examples of this are the class took a dive into the Great Depression and how the start of World War 2 impacted and played a large part in the great depression's end. Currently the class is learning about the Vietnam War and starting to get into how the Vietnam War impacted the Homefront with the anti-war protests and civil rights movement to name a couple issues. Also, they are currently in preparation for their final project which is to write a research paper using war time ephemera followed by a short advocacy letter either for or against a war the US has been involved in. I have been asked to show the students our Vietnam War Era Ephemera Collection at the University Library and instruct them on these primary sources. There are two items that I have chosen to show to the class during the lecture portion of my instruction. Both items are anti-war pieces, the collection has items pertaining to many aspects of freedom of speech, civil rights, feminism, racism, and much more but for the class I choose to stick with anti-war for my main presentation, and during a "show and tell" segment I do plan on showing the diversity of the collection. The first item is document 35 x 21.5 cm in size titled by the curators of the collection "U.S. Get Out Of Vietnam – Now (page 1 of 2)" it was created by the Revolutionary Youth Movement, Students for a Democratic Society. The second document is a flyer, 2 pages front and back 11 x 8 cm. This one is titled "Peace on Earth? Not this Year" and was created by the Vietnam Veterans Against the War.

I chose the two materials I did for the main presentation because they are both anti-war but look very different and give off a different feel when looking at them and reading them, they are similar but vastly different at the same time. I believe that this will help with the presentation about using these as primary sources, and really shows that not all of these war time ephemera are going to look the same or have the same amount of information even. As for my engagement choices I am choosing to divide the class time of 90 minutes into 40 minutes of teaching about primary sources, ephemera, and the two items I choose from the collection. Then there will be a 15 minute "show & tell" where I will pull some different items from the collection and let the students walk up to tables and really view the variety of the materials and their contents. Lastly there will be a group activity to end on, this will be a total of 35 minutes, students will have 20 minutes to work as a group to create a war-time propaganda ephemera on any topic related to the Vietnam war in any style they choose. They will then have 15 minutes to present their ephemera. The purpose of this activity is to show them how ephemera is an item with a short lifespan and something that was created with the intent to not be preserved. I choose to structure the lesson like this to cater to different styles of learning, starting with a classroom style lecture, followed by an exploratory session where students can walk around and browse different items, then a creativity session where students will take what they have learned and saw during the lecture and show & tell, as well as their knowledge from their classroom to create something.

I have three learning outcomes/objectives that I was students have before they leave:

- 1) The first is to understand how to recognize war era ephemera and ephemera in general and use it as a primary source. This learning outcome corresponds to 1.A and 1.B of the Learning Objectives of RBMS/SAA's *Primary Source Literacy Guidelines*. 1. Conceptualize - "A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research." And "B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study."¹
- 2) The second learning objective is students should be able to analyze war-time ephemera for themselves by better understanding the time it came from. This learning outcome corresponds to 4.C of the Learning Objectives of RBMS/SAA's *Primary Source Literacy Guidelines*. 4. Interpret, Analyze, and Evaluate – "C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection."²
- 3) Lastly students should have a better understanding of the process that went into making war-time ephemera, both their physical aspects and mental thinking and planning as well as the impact of the time-period. This learning outcome corresponds to 4.E and 4.F of the Learning Objectives of RBMS/SAA's *Primary Source Literacy Guidelines*. 4. Interpret, Analyze, and Evaluate. "E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to physical or digital copies of those sources." And "F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors."³

¹ "SAA-ACRL/RBMS Guidelines for Primary Source Literacy PDF," 2018, pg. 4.

² "SAA-ACRL/RBMS Guidelines for Primary Source Literacy PDF," 2018, pg. 5.

³ "SAA-ACRL/RBMS Guidelines for Primary Source Literacy PDF," 2018, pg. 6.

References

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