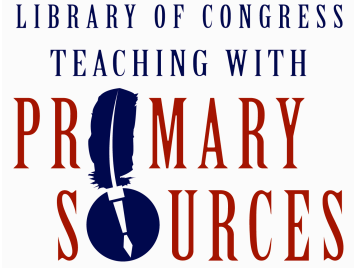







Annotated Resource Set (ARS)

Content Theme:	Farmers and the Populist Party	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the third standard of the 11 th grade U.S. History II, Utah state core curriculum. The lessons are specific to the first objective and indicator (a) Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party. The primary sources in this set will lead to a journey of discovery down the path where the foundations were laid in Nebraska and introduce students to one of the most influential people in the political scene. They will have an opportunity for further exploration on the topic of this very brief movement in our history.		

Resource Set

Farmers and their possessions	Windmills on the farm	Populist Convention in Nebraska	Comparisons of 1880 and 1890	Song about William Jennings Bryan	
					
<p>http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(p14567))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(p12399))</p>	<p>The link will take you to Nebraska Prairie Settlement page, click on subject search and then type in Populist Convention in Nebraska and then go to Gallery View to find the photo.</p> <p>http://memory.loc.gov/ammem/award98/nbhi.html/pshome.html</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe16003200))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,p an,vv,presp,varstg,suffrg,nawbib,horyd,wtc,todd bib,mgw,ncr,ngp,musdi bib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,a aodyssey,magbell,bbc,d cm,raelbib,runyon,duke sm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fnas,aasm,denn,relpet,amss,aaeo,mff,afc911bib,mjm ,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,</p>	

				afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwbanded,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbbib,eaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcp earl,awh,awhbib,sgp,wright,lhbtabib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afccalbib:@OR(@field(AUTHOR+@3(Fitzwilliam,+Edward+))+@field(OTHER+@3(Fitzwilliam,+Edward+)))	
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Notes/Comments: These links will take you to the Nebraska Historical Page that will have photos and letters dealing with prairie life and the populist movement. When you get to each photo students can explore many different topics from this era to see what life was like to gain understanding of the possible causes of the populist movement. The photo links will lead you to many other opportunities to explore letters, photos and other primary sources on the topic of populist movement. Enjoy the search and discovery.

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11th	Social Studies	Standard III: Students will recognize how social reform occurred at the turn of the century.	What conditions Spark Reform Movements?	What conditions influenced the populist movement?	<p>Have students choose one of the photos from the ARS set or have them find one from the link that leads to the Nebraska Historic site.</p> <p>Use the Photo Analysis sheet by clicking the link below</p> <p>http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>Have students in groups write a description of what farm life was like on the prairie from the perspective of the people in the photo.</p> <p>From the document on comparing 1880 with 1890, have students create a Venn diagram showing the similarities and differences from information they extract from the document.</p>	<p>Have the groups read the song about William Jennings Bryan and with the information they have gained from the other documents; Write a RAFT to show the need for the populist movement. You can go to the link in the next column for templates for the comparison and RAFT.</p>	<p>www.loc.gov</p> <p>www.nara.gov</p> <p>http://www.readingquest.org/</p>
Teaching with Primary Sources		Annotated Resource Set					

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" data-bbox="489 131 1371 315"> <tr> <td data-bbox="489 131 730 315"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum </td> <td data-bbox="730 131 1003 315"> <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report </td> <td data-bbox="1003 131 1371 315"> <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other		
2.	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" data-bbox="489 354 1171 537"> <tr> <td data-bbox="489 354 827 537"> <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals </td> <td data-bbox="827 354 1171 537"> <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other			
3.	<p>DATE(S) OF DOCUMENT:</p> <hr/>			
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/>			
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>			
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/>			

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.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

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?
