

# PERSPECTIVES ON THE DECLARATION: ARCHIVES UNBOUND

## PROJECT DESCRIPTION:

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This project aims to foster students' comprehension of the significance of primary and secondary sources in historical analysis. It provides a structured approach to guide students in understanding the key elements of analyzing primary source documents and applying these analytical skills to primary sources related to the drafting and publication of the Declaration of Independence, and the perspectives surrounding it. The primary sources utilized in this project are sourced from [Gale's Archives Unbound](#).

Throughout the project, students will engage in formative assessment activities to practice the skill of primary source analysis using the OPCVL framework (Origin, Purpose, Content, Value, Limitation). These activities are designed to help students develop a solid foundation in analyzing primary sources before the final submission, which involves selecting and analyzing two primary sources and crafting an essay that effectively synthesizes their understanding of this pivotal moment in history through a comprehensive analysis of the chosen documents. These assessments are suggestions, and instructors are welcome to edit the requirements to differentiate as necessary.

By systematically examining these primary sources and employing critical analysis, students will gain a deeper appreciation for the intricacies and complexities of historical events. Through this project, students will acquire the necessary skills to critically evaluate primary sources, thereby enhancing their ability to construct well-informed historical narratives and interpretations.

## LEARNING OBJECTIVES:

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- **Developing Historical Literacy** by engaging students in the analysis of primary sources to foster a deeper understanding of key events, themes, and historical contexts.
- **Enhancing Critical Thinking Skills** by encouraging students to think critically and evaluate primary sources, enabling them to assess the reliability, biases, and perspectives inherent in historical documents.
- **Cultivating Research Skills** by providing students with opportunities to conduct research using reputable archival databases to locate and analyze primary sources related to the American Revolution.
- **Promoting Historical Analysis and Interpretation** by guiding students in applying historical analysis methods to primary sources, enabling them to interpret and construct narratives that reflect a nuanced understanding of the American Revolution.

## BRIDGE-IN:

This project would best fit in the syllabus after students have been introduced to the foundational concepts, events, and themes of the American Revolution leading to the publication of the Declaration of Independence. It would be appropriate to include this project in the syllabus once students have developed a basic understanding of the historical context.

## TEACHING CONTENT:

- Demonstrate how to navigate the Archives Unbound platform by sharing this [10-minute interface tutorial](#)
  - Set up a virtual class training with your Gale trainer by emailing [gale.academicoutreach@cengage.com](mailto:gale.academicoutreach@cengage.com)
- Provide students with their [assignment guide](#)
  - Editable-please add submission requirements and due dates
  - Includes all the below URL's
- Assign contextual essays to read and have students [explore Archives Unbound](#)
  - [Contextual Essay #1: Introduction](#)
  - [Contextual Essay #2: Political Debate & Right to Rebel](#)
  - Optional: [In-class quiz on readings](#)
- Review the concepts of primary and secondary sources, analysis, and tips for working with historical documents using this [editable .ppt presentation](#)
- Assign students to find a primary source document from the [Introduction to American History collection](#) that they find interesting to discuss in class
  - Optional: [Use these guiding questions](#) for in-class discussion about their chosen primary source
- Assign formative assessment on the primary source: [His Majesty's most gracious speech to both Houses of Parliament, on Thursday, May 23, 1776](#)
  - Students should conduct an OPCVL framework analysis
  - Discuss the findings in class
  - Optional: Provide feedback or peer review
- Assign final assessment
  - Students should choose two sources from list on the student assignment sheet or get approval from you if they would prefer to analyze a different primary source.
  - Conduct OPCVL framework analysis on each source
  - Write a 3–5-page essay that demonstrates how these primary sources help them better understand this moment in history, connecting it to their prior learning in class.

## FORMATIVE ASSESSMENT:

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Student's submission of:

- Primary Source exploration-in class discussion feedback
- OPCVL Primary Source analysis of: [His Majesty's most gracious speech to both Houses of Parliament, on Thursday, May 23, 1776](#)

## SUMMATIVE ASSESSMENT:

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Student's submission of:

- In-class reading comprehension quiz
- Chosen Primary/Secondary Source OPCVL analysis
- 3-5 page essay that demonstrates how this analysis helped students better understand this moment in history and connects to students prior learning in course