

Lesson plan by Zachary Conn

The lesson relates to Ross School but can be easily adapted to another institution.
If you use it, please let me know at zconn@uidaho.edu.

INTRO TO PRIMARY SOURCE ANALYSIS PART 2: ROSS YEARBOOK

This week in our weekly double period of Integrated Project Time (“IP”), we will be examining an intriguing primary source: Ross School’s 2001-2002 yearbook, which was called *Ross School Emerging Voices: Volume 2, 2001-2002*. An abridged version of the yearbook will be available for download on Blackbaud as a PDF.

First, students will listen to Dr. Conn interview [REDACTED], who was the yearbook team’s Head Advisor and Editor, about the context surrounding the text’s creation. Next, you will have a few minutes to look through the yearbook on your own silently. Finally, you will answer the questions below, either on your own or in a group of up to 3 people. The number of sentences listed after each question is the *minimum* you are required to write.

Please submit your responses on your Cultural History course page on Blackbaud (you will find it on your Assignments list and also in the Topic “Introduction to our Course”). If you work with more than one person, please turn in your own copy of the assignment, and write the names of the other students with whom you worked.

1. Who created *Ross School Emerging Voices: Volume 2, 2001-2002*? What were they trying to accomplish? Answer this based on Dr. Conn’s interview with [REDACTED]. [3 sentences]
2. What are 3 things that have stayed the same at Ross School since 2002? [1 sentence each – 3 sentences total]
3. What are 3 things that have changed at Ross School since 2002? [1 sentence each – 3 sentences total]
4. Identify something specific in the yearbook that you would not have expected to find there. Why exactly do you find it surprising? Cite a page number. [2 sentences]
5. What can we learn from the yearbook about how the terrorist attacks of September 11, 2001 affected the Ross School community? Cite at least one specific example from the yearbook with a page number. [3 sentences]
6. What can you learn from this yearbook about what life was like for teenagers in the early 2000s? For this question, think beyond the specific circumstances of Ross School and try to figure something more general about teenage life. Cite at least one specific example from the yearbook with a page number. [4 sentences]

7. Based on the yearbook, do you think the adults running Ross School in 2002 agreed with the statement “It is important to help young people learn to differentiate themselves from the group”? How can you tell? Cite at least 2 specific examples from the text with page numbers. [5 sentences]