

Teaching the Archive

A Journal of a Plague Year: An Archive of Covid-19



Using the Archive Lesson
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Using the Archive

Essential Question: How can this digital archive help paint a picture of living through the COVID-19 era and how do we relate or not relate to this picture?

Student Outcomes: Students will be able to identify primary and secondary sources. Students will be able to access and navigate items using the archive. Students will reflect on the archive to answer the essential question.

1. What is a primary source?
2. What is a secondary source?

**Hints for primary and secondary sources.*

3. Which would you expect to find in an archive? Why?

Archive Scavenger Hunt:

Using the explore the items tab, search the archives the answer the questions on the scavenger hunt.

1. Find a source that shows the experience of a student.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?
2. Find a source that shows the experience of a health care worker.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.

4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?
3. Find a source that shows the experience of a child.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?
4. Find a source that shows the experience of monumental event during COVID-19.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?
5. Find a source that shows the experience of a marginalized group.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?
6. Find a source that uses video or audio recording.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?

7. Find a source from media (either social media or traditional news sources, such as newspapers).
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?

8. Find a source that addresses the political aspect of the COVID-19 experience.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?

9. Find a source that addresses the economic aspect of the COVID-19 experience.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?

10. Find a source that addresses the social aspect of the COVID-19 experience.
 1. Record the title.
 2. Record the date of the item.
 3. Brief description of the item.
 4. Does the experience shown by this object connect with your experience? Why or why not?
 5. Would you consider this item a primary or secondary source? Why?

Reflection:

1. Which types (images, written reflections, audio files, etc.) of submissions were most useful in painting a picture of this COVID-19 year experience? Why? Which types of submissions resonated the least with you? Why? (Use specific examples from the archive).
2. Contrast the experiences of at least two items from the archive that are from either different geographical regions, religious affiliations, age groups, etc. Think about the way they presented their story, what type of media they used, possible bias.
3. Are there voices not being represented in this archive that you feel should be included? Why do you think they have not been represented? Why is this voice important to being part of the COVID-19 narrative?
4. Compare submissions from different times during the COVID-19 experience (for example, March 2020 versus June 2020). What changes over times are present in the archive? What do these changes demonstrate about the COVID-19 experience?
5. What items in the archive did you have the biggest reaction to? Identify the item(s). Explain the reaction (surprise, anger, shock, sadness, joy, etc.). Why do you think it caused this reaction for you?