# Daily Schedule

## Day 1

Open with a question and answering session in which the students define what a primary source is. Then have them list examples of primary sources. It can be a game where they see who can list the most or have students name some and write them on the whiteboard, seeing how many they can come up with as a class. After giving the students a chance to look over the list, pose the question, “Why are these primary sources important?” This can be a free writing exercise or more of a class discussion. To end the class, introduce The Chronicle of African Americans in the Horse Industry and its purpose. Allow the students to spend the rest of the class browsing through the website.

## Day 2

Students will use the website to analyze 5 Items included in the Research section of The Chronicle website. The students will have to complete a historical artifact analysis for each of the 5 items they choose.

## Day 3

Now that students understand primary sources and have analyzed examples, this day the focus will be on secondary sources. The students will then repeat the learning exercise from Day 1, naming secondary sources. They will also have to answer the question, “Why are secondary sources important?” Because students are now familiar with The Chronicle website, they can begin to use the website to analyze the first person narratives of 5 African Americans who have participated in the Kentucky Horse Industry throughout the years. The students will complete a historical document analysis answering questions about each of the 5 African Americans of their choice from the website. The students will then reflect on what they were able to learn from the resources and how they are beneficial to history.

## Day 4

The students will continue researching and completing the 5 African Americans they chose from The Chronicle website.

## Day 5

After analyzing resources on the website, the students will brainstorm and think about recent historical events or decades that are of interest to them. There will be a class discussion about significant occurrences and what interests them. They will then choose 3 people to interview and create their own historical archive. The people can include, but are not limited to, community members, school faculty, neighbors, and relatives. The students will interview anyone of their choosing that they feel will provide insight into an earlier time and if possible, a significant historical event (i.e. The Vietnam War, The Civil Rights Movement, 9/11, etc.). The only requirements are that the person they interview must have been born before 1980 and must agree to be interviewed. The 3 proposed people to be interviewed will be submitted for review, after obtaining permission from the individuals.

## Day 6

While deciding exactly which person the students are going to interview, they will begin working on generating 3 compelling questions to ask the interviewee. The students will review the worksheet with the basic interview questions and then decide what else they would like to know. Once the students have their 3 extra questions, they will switch with a partner and explain why they chose those 3 questions and how they will help reveal more about the person’s experience. As an extension to this day, students can practice interviewing a partner, so that they will be better prepared when they actually complete the interview with the person they have chosen.

## Days 7 - 14

Once the person to be interviewed is chosen and the student has their 3 compelling questions to add to the interview, the students will have 1 week to complete the interview. The interview can be conducted and recorded face-to-face, via video chat, or telephone. Upon the completion of the interview, the student will create and present the archive to the class. The archive will follow the format of the people presented on The Chronicle of African Americans in the Horse Industry website. Leaving the opportunity for student choice, the archive may be presented as a primary source (audio or video recording) or as a secondary source with a transcribed interview that may be presented in the form of a Google slide presentation or another approved, creative format.