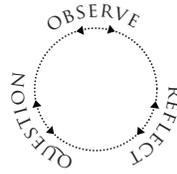


TEACHER'S GUIDE

ANALYZING SOUND RECORDINGS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Ask students to identify and note details.

Sample Questions:

- Describe what you hear. • What do you notice first?
- If you hear any voices, can you understand what is being sung or said? • Does it sound like an interview or a conversation? • Are there any background noises? • Does it sound like a studio recording, or just “off the street”?
- If the recording is musical, do you know the song, or do you recognize any instruments?
- What other details can you hear?

REFLECT

Encourage students to generate and test hypotheses about the source.

- What was the purpose of this recording? • Who do you think recorded it? • Was it the same person who was being recorded? • Who would be interested in hearing this? • What was happening at the time it was recorded? • What kind of equipment was used for the recording? • Do you like what you hear? • If it is musical, could you dance to it? • What can you learn from listening to this recording?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the recording in their own words.

Intermediate

Speculate about the purpose of the recording and what its creators expected the recording to accomplish. Do you think the recording achieved its creators' goals? Explain why you think so.

Advanced

Think about what you already know about this period in history. How does this recording support or contradict your current understanding of this period?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>