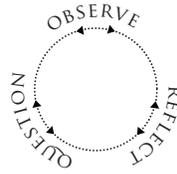


# TEACHER'S GUIDE

## ANALYZING SOUND RECORDINGS



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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.**

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### 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?

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### FURTHER INVESTIGATION

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#### 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?

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#### 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>**