Link to today’s presentation:

https://goo.gl/FITqBF
ENGAGING STUDENTS WITH PRIMARY SOURCES

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Norfolk, VA
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https://goo.gl/FITqBF

Originally presented by Lori Donovan and Laurie Surles as summer 2016 iLearn PD sessions for CCPS faculty and staff
Without words, without writing and without books there would be no history, there could be no concept of humanity.

Hermann Hesse
Swiss Author

History gives answers only to those who know how to ask questions.

Hajo Holborn
Primary Sources

A first hand, original account, record, or evidence about a person, place, object, or an event

• Oral histories
• Objects/Artifacts (coins, stamps, drawings, clothing)
• Photographs
• Documents (newspapers, ledgers, census records, diaries, journals, and inventories)
Secondary Sources

A second hand account about a person, place, object, or an event written after the fact; may be an analysis or interpretation of a primary source

• Journal articles
• Books
• Audio or video documentaries

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
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<tr>
<td>Lincoln’s Gettysburg Address</td>
<td><em>Lincoln at Gettysburg: the Words that Remade America</em> by Gary Wills</td>
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</table>
What can we infer about this consumer?
Why Should We Use Primary Sources?

- Engage students
- Promote student inquiry
- Promotes critical thinking
  - Thinking historically
- Develop world knowledge
- Understanding the past
- It is in our Virginia Standards of Learning
# Social Studies Skills Progression

**Using Information sources**

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<td>View artifacts, primary and secondary sources</td>
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<td>Identify artifacts, primary and secondary sources</td>
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<td>Analyze and interpret artifacts, primary and secondary sources</td>
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<td>Synthesize evidence from primary and secondary sources</td>
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Paid Primary Source Resources
Britannica

You searched for "albert einstein"

A Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw, an African Prince, as Related by Himself

The Einstein Theory of Relativity

Document: Einstein's Letter to President Roosevelt, 1939

Albert Savarus

Albert Gallatin American Statesmen Series, Vol. XIII

The Albert Gate Mystery: Being Further Adventures of Reginald Brett, Barrister Detective

New from Britannica
"A Date Which Will Live in Infamy": The First Typed Draft of Franklin D. Roosevelt’s War Address

Historical Background

Early in the afternoon of December 7, 1941, President Franklin D. Roosevelt and his chief foreign policy aide, Harry Hopkins, were interrupted by a telephone call from Secretary of War Henry Stimson and told that the Japanese had attacked Pearl Harbor. At about 5:00 p.m., following meetings with his military advisers, the President calmly and decisively dictated to his secretary, Grace Tully, a request to Congress for a declaration of war. He had composed the speech in his head after deciding on a brief, uncomplicated appeal to the people of the United States.

Teaching Activities

Written Document Analysis

1. Ask students to define each of the following vocabulary terms as used in this speech: infamy, premeditated, implications, onslaught, uttermost, mincing, and dastardly.

2. Place students in groups of two or three, and ask each group to find examples in Roosevelt’s address of these techniques for enhancing the effect of a speech: repetition, alliteration, emotionally charged words, appeal to self-preservation, and assurance of moral superiority.

3. Lead a class discussion on these questions: Towhom was this speech addressed? What appeals are made to each group?

4. Help students compare the handwritten changes with the original typed draft. Ask each student to select three changes from this draft of the speech and explain whether the changes strengthened or weakened the address, considering the audiences they have identified.

Listening Skills

5. Bring in a recording of Roosevelt delivering this six-minute address. Duplicate and distribute copies of the Sound Recording Analysis Worksheet for students, provide them with the setting, and ask them to complete the worksheet.

For Further Investigation

6. Ask students to compare and contrast Roosevelt’s “Day of Infamy” address with Patrick Henry’s “Liberty or Death” speech before the Virginia Convention. They should include the following suggestions:
PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at that moment at peace with that nation and was not in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent message from the Secretary. This reply contained the statement that diplomatic negotiations were in progress for the purpose of ending the conflict.

While the方向 remained open, it seemed unwise to take precipitate action. The Secretary of War is in the adjutant's office.
Chapter 1. Presidential Elections and Vacancies

Time of appointing electors

§ 1. The electors of President and Vice President shall be appointed, in each State, on the Tuesday next after the first Monday in November, in every fourth year succeeding every election of a President and Vice President.

Failure to make choice on prescribed day

§ 2. Whenever any State has held an election for the purpose of choosing electors, and has failed to make a choice on the day prescribed by law, the electors may be appointed on a subsequent day in such a manner as the legislature of such State may direct.
National Archives

President John F. Kennedy gives his inaugural address on January 20, 1961.

MLA Citation


Audio

John F. Kennedy's oath of office in 1961 [38]

MLA Citation


View all citation styles.
Free Primary Sources Sites
Google Arts and Culture

- Discover exhibits and collections from museums and archives all around the world.
- Explore cultural treasures in extraordinary detail, from hidden gems to masterpieces.
- Create your own galleries and share favorite finds with friends.

Art Project
Discover diverse art collections from around the world. Explore artworks at incredible detail, view exhibitions, and take virtual tours.

Historic Moments
Explore online exhibitions detailing the stories behind significant moments in human history.

World Wonders
World Wonders brings modern and ancient world heritage sites online using Street View and other Google technologies.
Document Bank of Virginia

http://edu.lva.virginia.gov/dbva/

- make history relevant to students
- promotes critical thinking skills
- browse documents by
  - theme
  - era
Virginia Historical Society

http://www.vahistorical.org/

- Collections and Resources
- Read, Watch, Listen
DocsTeach: The National Archives

http://docsteach.org/

• Ready to use tools for teaching documents
• Build your own interactive activities
• Access to thousands of primary sources from the National Archives

Bring history to life for your students
DocsTeach: Weighing the Evidence
Digital Public Library of America’s Primary Source Sets

- Designed to help students develop critical thinking skills by exploring topics in history, literature, and culture through primary sources.
- Drawing online materials from libraries, archives, and museums across the United States, the sets use letters, photographs, posters, oral histories, video clips, sheet music, and more.
- Each set includes a topic overview, ten to fifteen primary sources, links to related resources, and a teaching guide.
The Watsons Go To Birmingham
The Green Book
Library of Congress

https://www.loc.gov/education/

For Teachers

- Teacher Resources
- Lesson Plans
- Primary Source Sets
- Professional Development
- Primary Sources Analysis Tool
- Teacher's Guides for Analysis Tools
Library of Congress

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

Teachers

- Classroom Materials
- Using Primary Sources
- Teaching with Primary Sources
- Teaching With Primary Sources: Northern Virginia
- TPS Online Activities
Civil War Photographs in 3D

Civil War
http://www.civilwar.org/photos/3d-photography-special/
Gettysburg
http://www.civilwar.org/battlefields/gettysburg/gettysburg-in-3-d/

Order a class set (30) of 3D glasses on Amazon for $10
Using Primary Sources in Lessons
The Jolly Postman

THE JOLLY POSTMAN
or Other People's Letters

JANET & ALLAN AHLBERG
What document?
What clues did you use?
Look at documents as a word cloud

- www.tagul.com
- www.wordclouds.com
- http://www.wordle.net/
Differentiation

- Rewordify.com
- Self-Questioning Taxonomy for History Texts
- Question Formulation Technique (QFT)
CCPS Libguides

http://libguides.ccpsnet.net/primary_secondary_sources

- Primary Source Links: History Subject Directory
- Primary Resources Links
- Resources for Teachers
- Using Primary Sources Guide from Reference and User Services Association: A Division of ALA
- Digital Public Library of America
References


Link to Google Doc with Resources from this presentation:goo.gl/oThsUl
Engaging Students with Primary Sources Resource List

- New History and Social Science Standards from VDOE: [goo.gl/lcctnO](https://goo.gl/lcctnO)
- Information about Britannica School: [https://britannicalearn.com/product/britannica-school-4/](https://britannicalearn.com/product/britannica-school-4/)
- Information about Britannica Original Sources: [corporate.britannica.com/training/materials/OS_GuidedTour.pdf](http://corporate.britannica.com/training/materials/OS_GuidedTour.pdf)
- Want a free trial for Britannica? [https://britannicalearn.com/products/](https://britannicalearn.com/products/)
- Information about ABC-Clio’s databases: [http://players.brightcove.net/2566261579001/VyvRQ7Fne_default/index.html?videoId=5099075466001](http://players.brightcove.net/2566261579001/VyvRQ7Fne_default/index.html?videoId=5099075466001)
- Google Arts and Culture: [https://www.google.com/culturalinstitute/beta/](https://www.google.com/culturalinstitute/beta/)
- Docs Teach from the National Archives: [http://docsteach.org/](http://docsteach.org/)
- Digital Public Library of America’s Primary Source Sets: [https://dp.la/primary-source-sets](https://dp.la/primary-source-sets)
- Library of Congress: [https://www.loc.gov/education/](https://www.loc.gov/education/)
- [http://www.loc.gov/teachers/](http://www.loc.gov/teachers/)
- [http://www.civilwar.org/battlefields/gettysburg/gettysburg-in-3-d/](http://www.civilwar.org/battlefields/gettysburg/gettysburg-in-3-d/)
- Differentiation: [Rewordify.com](http://www.rwrdfy.com)  [Self-Questioning Taxonomy for History Texts](http://www.sqt.org)  [Question Formulation Technique (QFT)](http://www.sqt.org)
- CCPS LibGuides on Primary and Secondary Sources: [http://libguides ccpssnet net/primary_secondary_sources](http://libguides.ccpsnet.net/primary_secondary_sources)