Thursday, November 17, 2011
FIU Modesto Maidique Campus
Green Library, Room 220

Program Schedule

8:00am-8:30am  Registration and Continental Breakfast
8:30am-8:45am  Welcome and Introductions
               Liesl Picard
8:45am-9:15am  Analyzing Primary and Secondary Documents
               Daniel Vinat
               An Introduction to the Digital Library of the Caribbean (dLOC)
               Brooke Wooldridge
9:15am-9:45am  Conducting Research with Documents & Roundtable Discussion
               Dr. Sherry Johnson, Felix Jean-Louis, Vicki Silvera
9:45am-10:00am Snack Break
10:00am-11:00am Student Competition
11:00am-11:30pm Student Presentations
11:30am-12:00pm Closing Remarks
12:00pm-1:00pm Lunch (on your own)
The Challenge

Inside the envelope, your group will find:

1. 5 documents related to a Caribbean nation
2. 1 page background summary/information on your Caribbean nation

Your task, as a team, is to:

1. Identify the country
2. Identify each document as either primary or secondary
3. Explore what you can learn from the documents about the political, economic or socio-cultural aspects of your particular country
4. Try to draw connections among all of the documents received by your group

Your team is responsible for a 5 minute presentation. When developing your presentation, keep the following in mind:

1. All members must participate in the presentation in some form.
2. You can design your presentation in any format- BE CREATIVE!!!
3. In your presentation, you must include:
   a. Your Country’s name
   b. The types of documents used
   c. What you learned from the documents
   d. How the documents contributed to your understanding of the country
4. You will have access to the following materials for your presentation- Large poster board paper, markers, ELMO document reader
5. Make sure that the focus of the presentation is the documents and not the 1 page background summary

Your team’s presentation will be judged on the following criteria:

- Creativity
- Use/Explanation of Documents
- Overall Presentation
- Information/Knowledge of Country

Good Luck!!!!
dLOC Bookshelves for the Caribbean Challenge

- Panama and the Canal
  http://www.dloc.com/folder/925/brief

- Jamaica
  http://www.dloc.com/folder/919/brief

- Trinidad and Tobago - Eric Williams
  http://www.dloc.com/folder/912/brief

- Hurricanes
  http://www.dloc.com/folder/926/brief
Primary v. Secondary Documents

What are they
And
How to analyze them

Daniel Vinat
Felix Varela Senior High
Caribbean Challenge
November 18, 2011
“the leavings, the shards, the remnants of people who once lived and don't live any more.”

A definition of a Primary Source
http://www.lib.washington.edu/subject/history/historyday/his.html
Why do we use primary sources in history?

- No bias, no viewpoint
- Only your interpretation
- Can give additional information
  - Materials
  - Textures
  - Printing methods
  - Technologies
What is a Primary Source?

An informational source from the time of the event

* Autobiographies
* Diaries
* Documents
* Eyewitness accounts
* Film footage
* Laws
* Letters
* Newspaper articles

• Novels
• Objects from the time (clothing, weapon, etc.)
• Oral histories
• Photographs
• Poems, art, music
• Speeches
• Media (newspaper/ads)
Does a Primary Source have to be the original material?

No – it can be in another form, but it can’t be edited or interpreted in any way.

For example,
A picture of King Tut’s coffin printed in a book or posted on a website can be considered a primary source.
**Look for source***
Questions to ask yourself when looking at Primary Sources

- Who wrote this?
- How do they know the information they are telling me?
- When did they write it?
- Why did they write it?
- Who did they write it for?
An informational source that analyzes the event. These sources often use several primary sources to compile the information.

- Biographies
- Encyclopedias
- History books
- Textbooks
Are Secondary Sources useful?

Yes – They provide the necessary background or context to be able to interpret Primary Sources

For example,

World Book 2005 or your Social Studies textbook can provide background information about the events leading up to Revolutionary War.
Ask yourself some questions:

- How does the author know these details?
- Was the author present at the event or soon on the scene?
  - Where does this information come from—personal experience, eyewitness accounts, or reports written by others?
  - Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account?
Newspaper and Magazine articles can be a primary or secondary sources.

- If the article was written at the time something happened, then it is a primary source.
- Example: The articles written on Barack Obama’s inauguration in 2009 are primary sources.
- However, if a reporter in 2009 wrote about George Washington’s inauguration using information written by someone else (1789), that would be a secondary source.
## Sources of Historical Study

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td><strong>Secondary Source</strong></td>
</tr>
<tr>
<td>Original artwork</td>
<td>Article critiquing the piece of art</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Book about the Underground Railroad</td>
</tr>
<tr>
<td>Slave diary</td>
<td>Treatise on a particular genre of poetry</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td><strong>Secondary Source</strong></td>
</tr>
<tr>
<td>Poem</td>
<td>Essay on Native American land rights</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td><strong>Secondary Source</strong></td>
</tr>
<tr>
<td>Treaty</td>
<td>Biography of a playwright</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td><strong>Secondary Source</strong></td>
</tr>
<tr>
<td>Videotape of a performance</td>
<td></td>
</tr>
</tbody>
</table>
Questions for Analyzing Primary Sources

- Did the author produce the source for personal use or a large audience?
- Who created the source and why?
- Did the author wish to inform or persuade?
- Was the author a neutral party?
- Did the author have firsthand knowledge of the event?
- Was the information recorded during the event, immediately after the event, or after a lapse of time?
Look for...

* Validity
* Reliability
* Bias
* Facts vs. opinions
Upon completing college, [Bush] became eligible for the military draft. To meet his service obligation, Bush enlisted in the Texas Air National Guard in 1968. He told the admitting officer that he wanted to become a pilot like his father, who was a highly decorated Navy flier in World War II. He did his basic training at Lackland Air Force Base in Texas, and entered a pilot-training program at Moody Air Force Base Georgia. He received favorable reports from his superiors, attained the rank of second lieutenant, and was certified to fly the F-102 jet fighter during training missions in the South and along the Gulf Coast.

Encarta doesn’t mention that President Bush being one of the last to fly the F-102, and instead notes patriotically how President Bush wanted to fly a jet like his father.
What is going on in this photo? What questions does it raise?
Coin Activity

You are a historian who has stumbled across this artifact (your coin) in your work on a particular civilization.
Team Presentation Score Sheet

Judge Name: ______________________________________________

School/Team Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
</tr>
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<tbody>
<tr>
<td>Creativity</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Overall Presentation</td>
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<td>Information/Knowledge of Country</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: __________________

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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CARIBBEAN CHALLENGE 2011

Evaluation

1. How much did you know about the Caribbean before today?
   ___A lot  ___Some  ___Nothing

2. How much do you know about the Caribbean after today?
   ___A lot  ___Some  ___Nothing

3. What was the most important thing you learned today?

4. How will you implement what you learned today in your classes?

5. What did you like the most about this event?

6. What would you change for future events?

7. Was this your first visit to FIU?

8. Do you plan to go to college?

9. What would you like to study?
Certificate of Participation
Awarded to
Firstname Lastname

For outstanding completion of
Caribbean Challenge

Developed by
Miami-Dade County Schools and Florida International University Libraries and Latin American and Caribbean Center

Florida International University, November 17, 2011

Brooke Wooldridge
Director, Digital Library of the Caribbean
Florida International University

DIGITAL LIBRARY OF THE CARIBBEAN
BIBLIOTECA DIGITAL DEL CARIBE
BIBLIOTHÈQUE NUMÉRIQUE DES CARAÎBES

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