

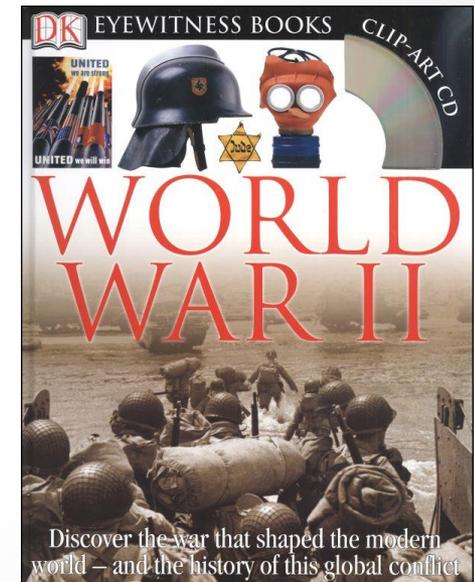


"PK Yonge classroom scene in Elementary School" – Gainesville, FL - from the University of Florida Digital Collections

Teaching with Primary Sources

What are primary sources?

- what we leave behind, “raw materials of history” created under time of study
- artifacts are objects made by persons during the time of study
- secondary sources are accounts and interpretations made by those without firsthand knowledge



Why use primary sources?

- Personal connections
- Empathize with historical figures
- Exposure to different perspectives
- First person accounts make historical events more “real”



David C. Barrow Elementary Media Center in Athens, Georgia

Engage Students

Why use primary sources?

- Primary sources make history more approachable
- Students actively engage in the past
- Primary sources are often just one piece of the puzzle



Photo from the Teaching with the Library of Congress blog

Promote Inquiry

Why use primary sources?

- Students construct knowledge as they form answers to their questions
- Relating to history on a personal level allows for a deeper understanding
- Primary source materials lends itself to other content areas

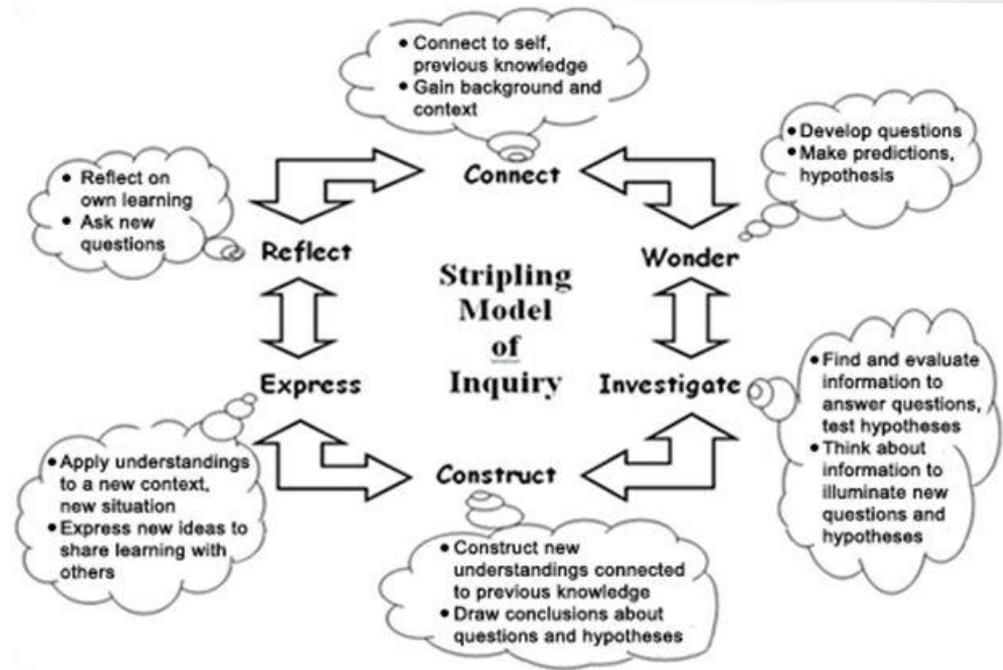


Photo from the Teaching with the Library of Congress blog

Construct Knowledge

Why use primary sources?

- Students learn to recognize bias and question where historical information comes from.
- Analyzing primary sources encourages a higher order of thinking.



Model developed by Barbara Stripling, assistant professor of library science at Syracuse University.

Develop Critical Thinking Skills

Why use primary sources?

History and SS Reading

Key Ideas and Details

1. RH.11-12.1. Cite specific textual evidence to support **analysis of primary and secondary sources**, connecting insights gained from specific details to an understanding of the text as a whole.
2. RH.11-12.2. Determine the **central ideas or information of a primary or secondary source**; provide an

Common core standards require students to critically examine complex non-fiction texts.

Key Component of Common Core

Analyzing Primary Sources



i GENERAL INFORMATION

Benchmark Number:	SS.4.A.5.1
Benchmark Description:	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee , Ft. Brooke, Natural Bridge, food supply) in the Civil War.
Subject Area:	NGSSS: Social Studies
Grade Level:	4
Strand:	American History
Standard:	Crisis of the Union: Civil War and Reconstruction in Florida
	More Information »

Search for primary sources that coincide with standards based learning objectives.

Analyzing Primary Sources

Ms. 226
March 1864
March 1864
Dear Father

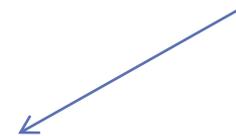
we are back again to this place from
where we started two or three weeks ago. have had
a hard campaign. pushed 30 or 40 miles into the interior
had several skirmishes. one fight where we the enemy
made a strong stand in force, too large for us to
contend with. we fought them two hours when we
retired in good order. Ammunition getting scarce as
well as provisions.

~~It is a~~ I have had an
opportunity to try my success in command of a
company of men in action. got along very well -
considering that there was but one officer, when
there should be three. When we came out of the fight
I had felt so much care and responsibility. that
when the order came to fall back. I was perfectly
exhausted. faint, and entirely worn out. There is not
instance where a drop of whiskey from the flask of the
Surgeon. builds one up. I think I should have
given out if it had not been for this.

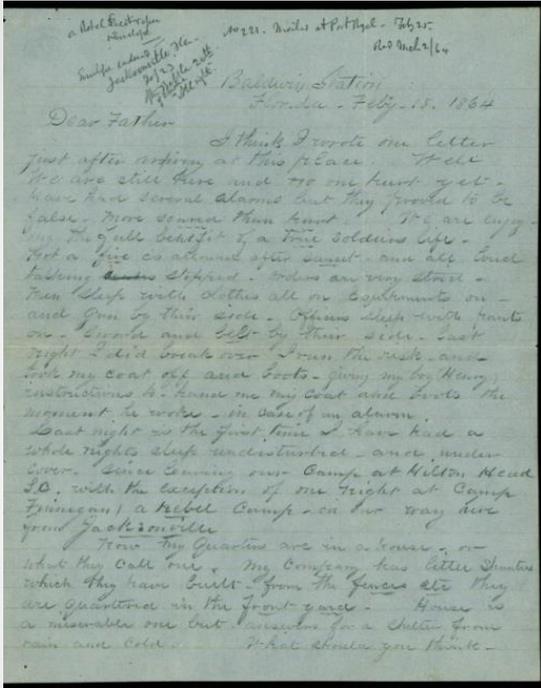
I can not say how long we shall remain
here. but we are here now - living on the ground
no shelter - and not much to eat - but we are
rough - can stand it

(Love to all)
Your Affc Son
M. Vol.
M. Duran

Letter from a Civil War soldier to his father, discussing his experiences during the battle of Olustee, the largest Civil War battle to take place in Florida



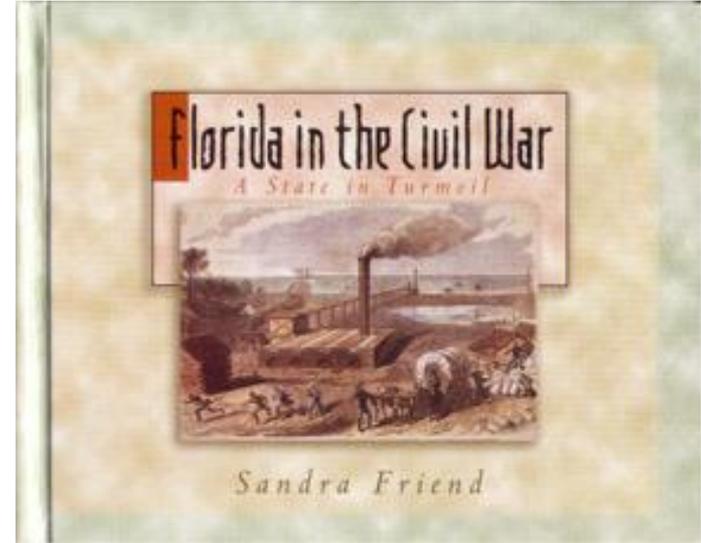
Analyzing Primary Sources



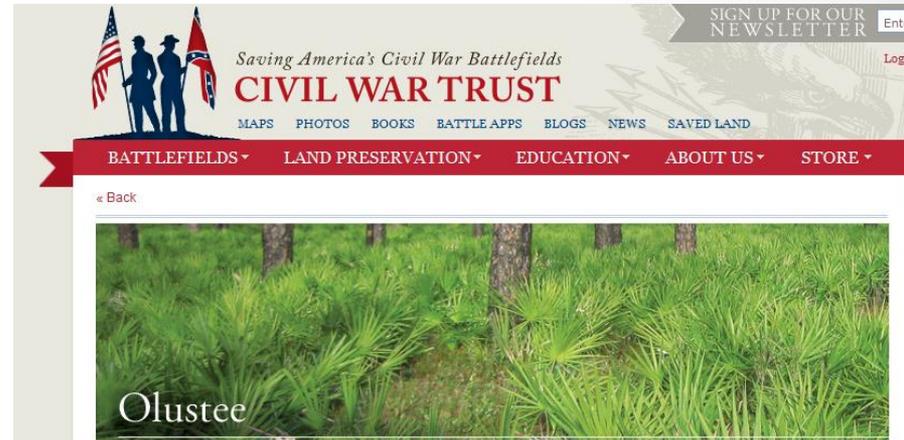
Letter home from the same Civil War soldier, also found in the UFDC.

Secondary Source:
Children's Book:
Florida in the Civil War

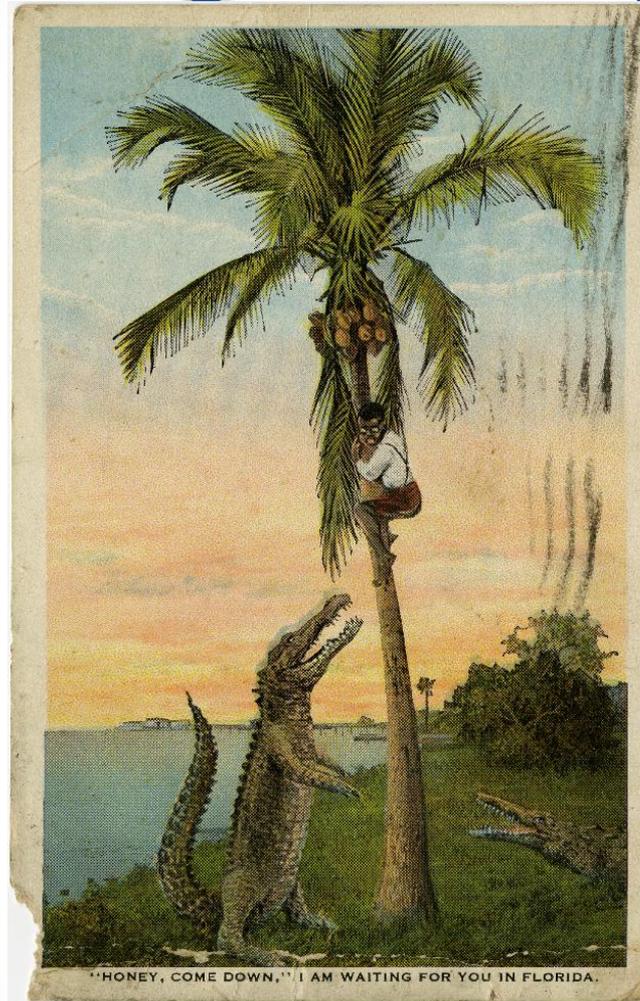
Friend, S. (2001). *Florida in the Civil War: A state in turmoil*.
Brookfield, Conn: Twenty-First Century Books.



Secondary Source: Credible website



Analyzing Primary Sources



<http://ufdc.ufl.edu/FI07050917/00001> - UFDC

Be aware of potentially offensive content

Analyzing Primary Sources

University of California – primary sources gateway from the California Digital Library

THE 6 C'S of PRIMARY SOURCE ANALYSIS

CONTENT
Main Idea
Describe in detail what you see.



CITATION
Author/Creator
When was this created?

National Archives – Teachers Resources Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
 - Newspaper
 - Letter
 - Patent
 - Memorandum
 - Map
 - Telegram
 - Press Release
 - Report
2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT:
 - Interesting Letterhead
 - Handwritten
 - Typed
 - Seals
 - Notations
 - "RECEIVED" stamp
 - Other
3. DATE(S) OF DOCUMENT:
4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
POSITION (TITLE):
5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

Library of Congress Teaching with Primary Sources
Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.
If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.

Select format of your primary source
Any Format

OBSERVE

Record responses here

REFLECT

Record responses here

QUESTION

Record responses here

FURTHER INVESTIGATION

Record responses here

Choose a graphic organizer that helps students closely examine any kind of primary source.

Analyzing Primary Sources



TEACHER'S GUIDE ANALYZING MAPS

OBSERVE Have students identify and

Sample Questions:
Describe what you notice. · What do you notice first? · Are any words unfamiliar or notice any accents? · What oral history you are examining recording, video or film, or a it seem like an interview or notice any background or details do you notice?

OBSERVE Have students identify and note details.

Sample Questions:
Describe what you see. · What do you notice first? · What size and shape is the map? · What graphical elements do you see? · What on the map looks strange or unfamiliar? · Describe anything that looks like it does not belong on a map. · What place or places does the map show? · What, if any, words do you see?

REFLECT Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? · Who do you think the audience was for this map? · How do you think this map was made? · How does it compare to current maps of this place? · What does this map tell you about what the people who made it knew and what they didn't? · If this map was made today, what would be different? · What would be the same?

QUESTION Have students ask questions to lead to more observations and reflections.

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

Explore these teacher guides from the Library of Congress that provide you with question prompts to better facilitate the analysis process for a variety of material types.

Analyzing Primary Sources



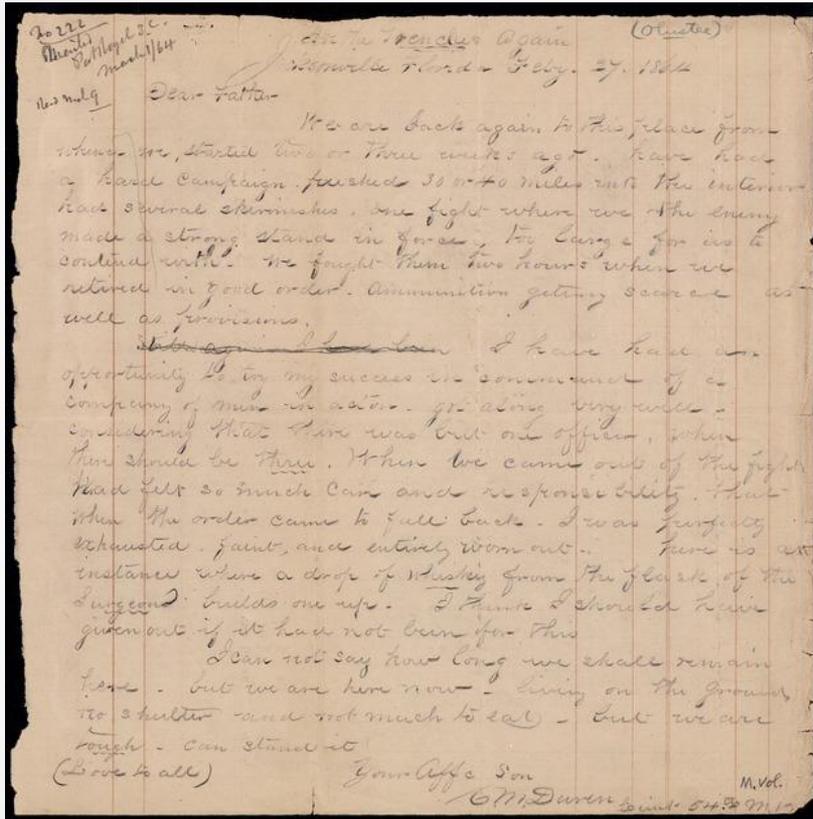
Photo from the Teaching with the Library of Congress blog



Photo from the Teaching with the Library of Congress blog

Model document analysis

Analyzing Primary Sources

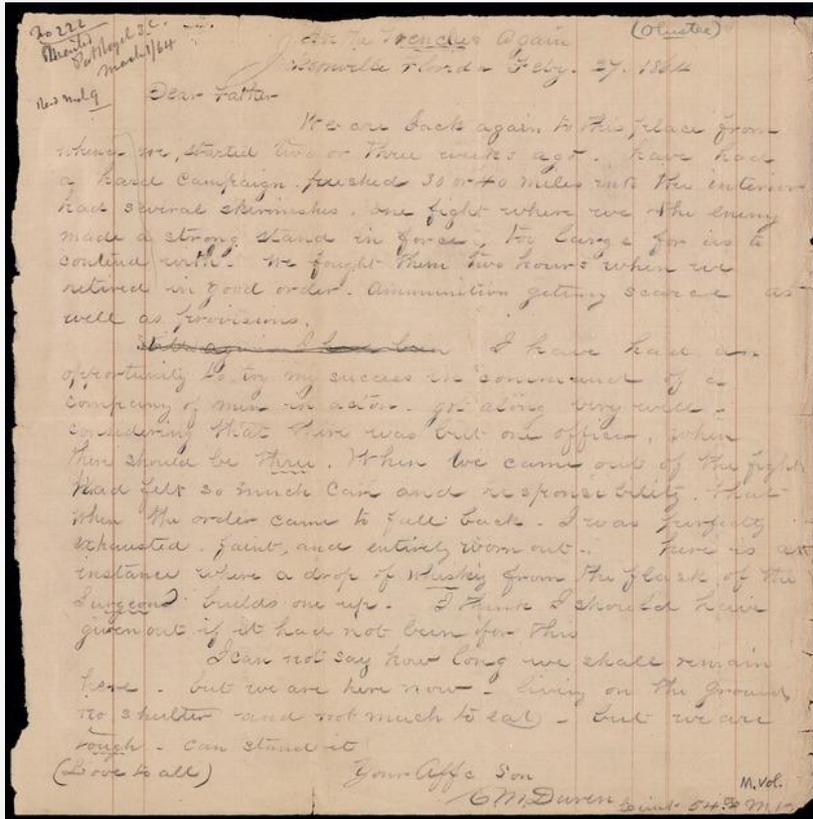


- What do you notice first?
- How much of the text can you read? (can later refer to transcript)
- What does it say?
- What do you see that looks strange or unfamiliar?
- How are the words arranged?
- What do you notice about the page the writing appears on?
- What other details can you see?

Questions taken from Library of Congress Teacher's Guide for Analyzing Manuscripts

Example - Observe

Analyzing Primary Sources

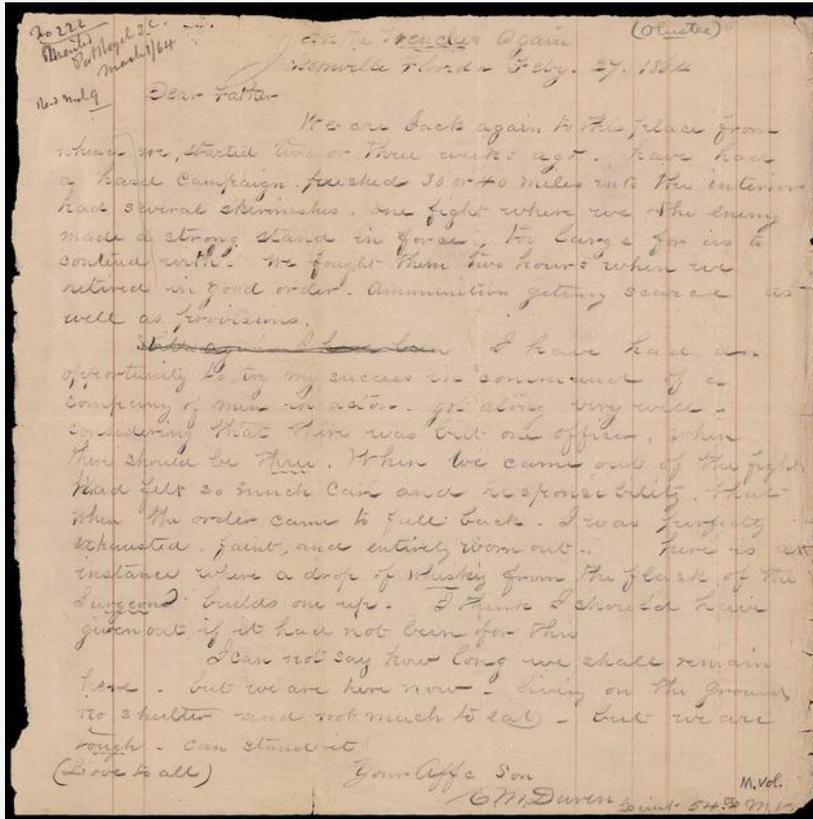


- Why do you think this letter was written?
- What do you think was happening when it was written?
- What tools and materials were used to create it?
- What can you learn from examining this?
- If someone created something like this today, how would it be different? How would it be the same?

Questions taken from Library of Congress Teacher's Guide for Analyzing Manuscripts

Example -Reflect

Analyzing Primary Sources



- What do you wonder about?
- Who?
- What?
- When?
- Where?
- Why?
- How?

Questions taken from Library of Congress Teacher's Guide for Analyzing Manuscripts

Example - Question

Analyzing Primary Sources

Secondary Source:
Research database

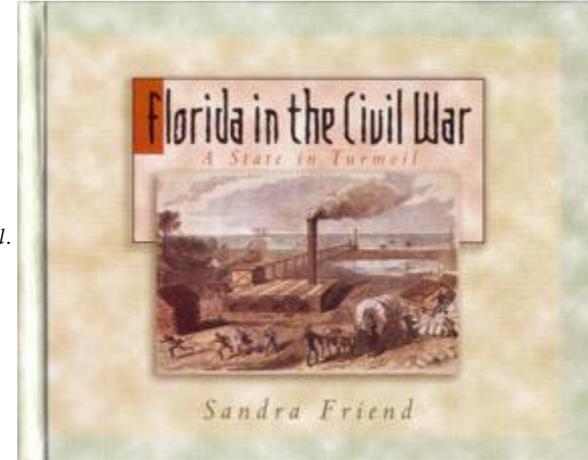


2. [Olustee Battlefield Historic State Park](#). Brief article
American Heritage. 59.2 (Summer 2009) pFL 3. Word Count: 51. Reading Level (Lexile): 1260.
On February 20th, 1864, the farmland supply routes of Olustee became the flash point for a fierce engagement between a Union army detachment under Gen. Seymour and a Confederate army under Gen. Beauregard.
Interpretive ...
[Full-text](#)
[Find it @ UF](#)

Secondary Source:
Children's Book:
Florida in the Civil
War



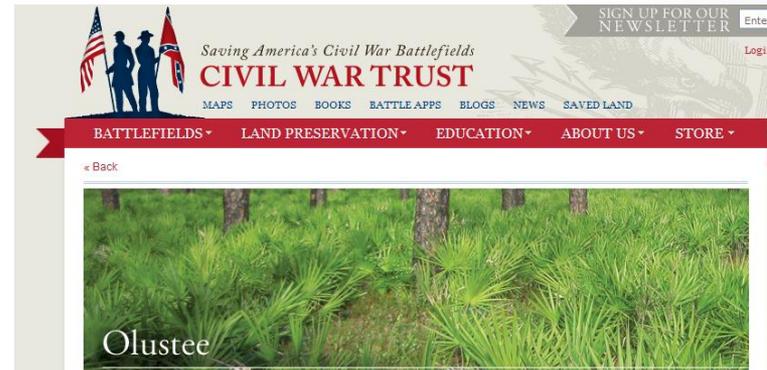
Friend, S. (2001). *Florida in the Civil War: A state in turmoil*.
Brookfield, Conn: Twenty-First Century Books.



Secondary
Source: Credible
website

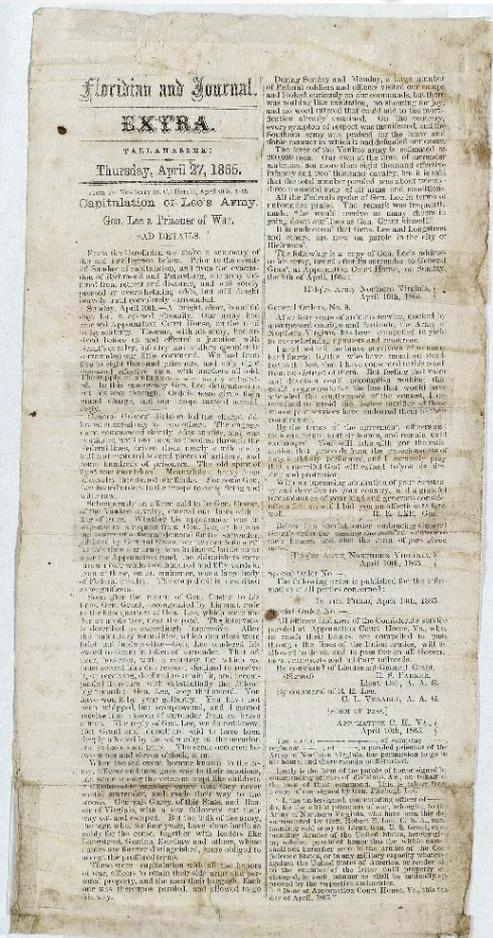


<http://www.civilwar.org/battlefields/olustee.html>



Students will now explore secondary sources to confirm their reflections and locate answers to their questions (developed throughout the analysis process)

Analyzing Primary Sources



- Inform students they will be interviewed for a newspaper article. However, they must speak from the perspective of a civil war soldier who has recently fought in the Battle of Olustee.

- Draft Questions that tie in to objectives and guide students through the process of creating a historical narrative based on what they have learned.

- Provide students with interview questions and have them write out their answers. Grade alongside an established rubric to evaluate whether objectives have been met.

Check out more follow up activity ideas at the [LOC Teacher's Guide for Analyzing Manuscripts](#):

Example -Assessment

References/Resources



TEACHING *with* PRIMARY SOURCES



Using primary sources - Teacher Resources - Library of Congress

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

Library of Congress Teachers Page

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

Teaching with the Library of Congress Blog

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

National Archives: Docsteach

<http://docsteach.org/>

Calisphere - A world of digital resources

<http://www.calisphere.universityofcalifornia.edu/>

University of Florida Digital Collections

<http://ufdc.ufl.edu/>