Teaching with Local Primary Sources

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Teaching with local Primary Sources Workshop

11 April 2020 | 10A.M. - 12 P.M. now a webinar!
Welcome!

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Why are we here today?

• Increase awareness and use of our digital collections beyond FIU

• Engage K-12 students in local history—students see themselves and their community in the larger historical context.

• Part of the Humanities Edge Program, which supports student-focused projects to improve humanities curriculum.
• Curated thematic set of local primary sources

• Easy to use and adapt accompanying lesson materials

• Aligned with Sunshine State Standards
Introduction to Primary Sources
What are Primary Sources?

Documents, images or artifacts that provide firsthand testimony or direct evidence of a topic under investigation.

Original materials created during the time being studied or by someone with firsthand knowledge of the event.

"Raw materials" of history
• **Secondary Sources** are one step removed from primary sources, though they often quote or otherwise use primary sources.

• Examples include:
  • Most books about a topic
  • Analysis or interpretation of data
  • Documentaries

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**Tertiary Sources**

Tertiary Sources:
• Index
• Abstract
• Organize
Textbooks
Secondary/Tertiary Sources

• Textbooks drive social studies instruction more than any other school subject

• Often perceived by students as authoritative sources of information rather than nuanced interpretations of past events

• May cover too much content to be easily understood

• Focus on examples rather than concepts
Why use Primary Sources?

• Develops inferential and analytical skills
• Illustrates concepts
• Provides examples
• Enhances secondary sources
• Increases higher order thinking skills
• Adapts to different learning styles
• Increases student engagement, motivation and deeper levels of empathic and content learning
• Meets learning standards
Benefits of Primary Sources

• Provides context
• Promotes "historical thinking"
• Enhances lessons
• Can act as a "hook" to engage learning
• Promotes online learning skills and critical thinking
Florida Standards

- Almost every subject lists a standard that includes some analysis of a primary source
- Includes Elementary, Middle and High School
Why teachers may not use Primary Sources

- Time consuming
- Difficulty locating materials
- Trouble tying to lesson plan
- May not be tailored to their specific curriculum
- Can be overwhelming
- Requires modification
- Learning curve
- Information overload

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FINM000119/00001
Where are Primary Sources found?

ARCHIVES  MUSEUMS  PERSONAL COLLECTIONS  DIGITIZED COPIES ONLINE
Types of Primary Sources: Documents

**Documents**: Printed or written textual material relied upon to communicate, record, or prove something.

- Examples include:
  - Diaries, letters, birth certificates, death certificates, marriage licenses, deeds, contracts, court records, tax records, census records, wills, inventories, report cards, medical records, passenger lists, passports, naturalization papers, and military enlistment papers.

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http://dpanther.fiu.edu/dpService/dpPurlService/purl/MB17072464/00001
Documents

• **Strengths:**
  - Provides information on the who, what, where, when, why, and how of an event
  - Provides written, printed, or graphic information
  - Purpose of the communication or transaction is often clear

• **Limitations:**
  - Not always objective
  - Creator not always able to be identified
  - May be difficult to read/decipher
  - Must be evaluated in conjunction with other evidence

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FI18090700/00004
Advertisements

Strengths

• Address human desire and aspirations on many levels

• Reflect social standards of the time

Limitations

• Creator and date often unknown

• Main function is to sell - the information provided with that end in mind

• Often conveys prejudices and biases of the time

http://dpanther.fiu.edu/dpService/dpPurlService/purl/MB00000573/00001
Music

Strengths:
• Conveys emotion and feeling
• Is retained in memory

Limitations:
• May require secondary sources or other information to contextualize
• Often not be recorded at time of event
Images

**Strengths:**
- Visual record of a particular moment in time
- Conveys details about people, places, objects, and every day events

**Limitations:**
- The relationship of the creator to subject is not always clear
- Consider the bias or perspective of the creator

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIVK000104/00001
Newspapers

Strengths:
• Information generally factual correct
• Provides larger context of information
• Often has visual content: photographs, editorial cartoons, comics, advertisements

Limitations:
• Fact checking not always thorough—written to meet deadlines
• Most newspapers not indexed, can be difficult to locate by topic

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FISP003578/00007
Oral Histories

**Strengths:**
- Personalizes history
- Provides information about a topic that may otherwise lack documentation

**Limitations:**
- Memories may be unreliable
- May contain inaccurate or incomplete record
- Interviewer bias
- Transcripts may not always be accurate
Objects

Strengths
• Provide clues about function
• Can give clues as to the materials that were available during the time period

Limitations
• May not provide clues as to designer and/or owner
• Cannot tell how typical the item was for its time

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FWDU100756/00001
Tips for searching online repositories

Not like Google – need correct spelling, format, etc.

Documents may or may not be full-text searchable

May be under different material types: text, book, document, letters
Primary Sources for ESOL and Special Needs

- Use excerpts to make text shorter, clearer, and more focused
- Direct attention to key components
- Use primary sources to corroborate secondary sources
- Consider multiple formats of primary sources – music, images, text
- Use items with detail
- Implement graphic organizers
Evaluating Primary Sources

Question Authority: Check for Responsibility

• In evaluating the source/location online:
  • Hints from the URL (.edu, .gov, vs. .com, .net)

• In evaluating the item:
  • What is known about the creator?
  • When was it created?
Who is the Intended Audience?

- In evaluating the source/location online:
  - Who is the target audience for the website?
  - "About" page

- In evaluating the item:
  - Why was the item created and for whom?
  - Are there discernable biases present?
Evaluating Primary Sources

Accuracy and reliability

• In evaluating the source/location online:
  • Does the site provide provenance?

• In evaluating the item:
  • Can the evidence be verified?
  • Are there gaps or omissions?
Primary Source?

https://www.loc.gov/pictures/item/91481671/
Columbus taking possession of the new country

Title: Columbus taking possession of the new country
Creator(s): L. Prang & Co.
Date Created/Published: Boston, U.S.A. : Published by the Prang Educational Co., 1893.
Medium: 1 print : chromolithograph.
Summary: Christopher Columbus kneeling, holding flag and sword with two other men holding flags. There are other men on land and in boats behind Columbus and three ships in background. On the island named San Salvador by Columbus, later called Watling Island.
Reproduction Number: LC-DIG-pga-02388 (digital file from original print) LC-USZC2-1687 (color film copy slide) LC-USZ62-3006 (b&w film copy transparency)
Rights Advisory: No known restrictions on publication.
Call Number: PGA - Prang--Columbus taking possession ... (D size) [P&P]
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
Notes:
- 40802Y U.S. Copyright Office.
- Copyright by L. Prang & Co., Boston.

Subjects:
- Columbus, Christopher--Journeys--Bahamas--San Salvador Island.
- Arrivals & departures--Bahamas--San Salvador Island--1890-1900.
- Discovery & exploration--Bahamas--San Salvador Island--1890-1900.

Format:
- Chromolithographs--Color--1890-1900.

Collections:
Primary Source?
Primary Source?

http://dpanther.fiu.edu/dpService/dpPurlService/purl/FI19092645/00001
Bibliography


Resources for adding Primary Sources in Elementary and Middle Grades
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Primary Sources</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| K           | • Introduce artifacts, photographs, posters, oral history recordings, song recordings, and other primary sources without text | Connect primary sources to self:  
- make observations and basic comparisons; and,  
- categorize several sources |
| 1-2         | • Introduce diary entries, drawings, simple maps, and other primary sources with limited text, such as tickets, receipts, menus, and catalogs | Expand primary source connections to family:  
- observe/analyze/compare primary sources;  
- diagram similarities and differences; and,  
- distinguish fact from fiction |
| 3-4         | • Introduce newspapers, broadsides, documents, letters, charts and other primary sources with larger amounts of text; and,  
- include primary sources with multiple viewpoints | Expand primary source connections to community and local region:  
- invite students to discern point of view and bias;  
- conduct more in-depth analysis |
| 5-6         | • Introduce more complex historical documents (e.g., the Declaration of Independence), different types of maps; and,  
- include primary sources in multiple formats on the same topic | Expand primary source connections to nation:  
- compare drafts with final versions;  
- compare multiple points of view and bias; and,  
- synthesize learning and construct new knowledge |

Using Primary Sources in K-6 instruction

http://www.loc.gov/teachers/tps/quarterly/elementary/article.html
**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

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>REFLECT</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record responses here</td>
<td>Record responses here</td>
<td>Record responses here</td>
</tr>
</tbody>
</table>

**FURTHER INVESTIGATION**

Record responses here

Newspaper Analysis Sheet

Describe what you see. What text do you notice first?

Who wrote the article? Who do you think was the audience for this article?

Are there any words that you don’t know? If so, look them up in the dictionary to learn what they mean.

What is the date of the article? How important is this article in telling about our history?

What is the main idea/topic of the article?

Cite Evidence
List 2 quotes from the article that support the main idea:
1.
2.

What questions do you have about the article?

Developed by The Colorado Primary Sources for Elementary School Collaborative Project http://www.cde.state.co.us/cosocialstudies/pssets

https://www.cde.state.co.us/cosocialstudies/pssets
The U.S. Capitol

The Statue of Liberty

The Washington Monument

The Jefferson Memorial

The Lincoln Memorial

The Supreme Court

POLICE DEPARTMENT  
CITY OF MONTGOMERY  

Complainant: J.R. King (mr)  
Address: 21 Rosewood St.  

Officer: Mays  
Address: Phone No.  

Date and Time Officer Committed: 12-6-45  6:00 pm  
Place of Occurrence: Dr. Martin Luther King, Jr. (at Church Street)  

Person of Property Attached:  
How Attached:  
Person Wanted:  

Value of Property Stolen: Value Recovered:  

He received a call upon arrival the bus operator said he had a colored female sitting in the white seat of the bus, and would not move back.  

Mr. King (sworn) also saw her.  
The bus operator signed a warrant for her.  

She was charged with chapter 5 section 12 of the Montgomery City Code.  

Sgt. Phillips  

https://www.docsteach.org/activities/student/a-famous-person-and-event-are-revealed
Analyzing Objects Activity: An 18th-Century Fat Lamp

Objective
Students are fascinated by objects. Historic objects are real pieces of the past that exist in the present. We can look at them and touch them. Even the use of historically accurate reproductions in your classroom will stimulate students to look at everyday objects in a new way.

Everybody can “read” objects. Object-based learning is not age-specific—students of any reading level and at most stages of cognitive development can look at objects and draw conclusions. It is an easy skill to learn, but one that can take a lifetime to master. The study of objects can be especially beneficial for English Language Learners, or those with learning disabilities.

Time
50 minutes

Skills
Analyzing objects as primary sources

Grades
K–12

Content Area
United States History, Colonial America, Eighteenth-Century, Domestic, and Home Life, Social History

Materials
- Pencil or pen
- A piece of paper
- Image of the 18th-century fat lamp
- Introduction to Objects
- Objects: Strengths and Limitations Chart
- Tips for Reading Objects

Fat Lamp, 1750–1800

https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf
Research Learning Modules

Learn the research process using this series of self-paced lessons. Each lesson guides you step-by-step as you practice research skills. You will learn to define and analyze sources, how to write a solid thesis statement, and ultimately understand how to create a research project.

Let's Get Started!

Module 1: Using Primary and Secondary Sources
Learn the difference between a primary source and a secondary source, and identify examples of each type.

Go to Module 1: Using Primary and Secondary Sources

Module 2: Analyzing Primary Documents
Learn how to examine primary sources, especially photographs, by making observations, taking time to reflect, and asking questions about the source.

Go to Module 2: Analyzing Primary Documents

https://www.thinkport.org/tps/research-learning-modules-modules.html
Determining Bias in Primary Sources

Directions: Answer the following questions as you inspect the Department of Justice documents.

Document Name: ____________________________

Briefly summarize the information in the document, including names, events and dates.

________________________________________________________________________

Who wrote the document? Who did they write it for? Why did they write it?

________________________________________________________________________

Was the writer present at the events described? How does he know about the events?

________________________________________________________________________

Was this document written at the time of events described? Or later? If later, how much later?

________________________________________________________________________

Do you think the writer was neutral about the events he described? Or was he influenced by outside factors when writing the document? Support your answer with details from the text and/or your knowledge of the historical period.

________________________________________________________________________

Was the writer trying to persuade his audience? Or was he simply reporting the facts? What specific words in the document let you know?

________________________________________________________________________

What is your overall assessment of this document? Is it trustworthy and/or biased? Why do you think that?

________________________________________________________________________
Digitized Primary Sources

Many of these materials were produced through the NEH-funded Teaching and Learning in the Digital Age in 2004. In the spring of 2016, the American Historical Association and the American Historical Review began compiling a list of digitized primary sources to be posted publically. The AHR began publishing a curated listing of digitized primary source collections in the May 2016 issue.

Migration and the American South
A guide on teaching migration in the American South with digital sources, compiled by John Beck as part of the 2004 project Teaching and Learning in the Digital Age.

The Conquest of Mexico
A once great civilization, the Mexica Empire was left in ruins when the Spaniards razed Tenochtitlan to replace it with a Spanish capital, Mexico City. Historians still cannot agree on why this impressive civilization fell so quickly. This project, created by Nancy Fitch, is an experiment in using hypermedia to construct a virtual learning environment in which students can use primary sources to come to their own conclusions about why the Mexicas fell, while learning the process by which historians produce the history they find in their textbooks.

• What is the source and what is it telling you?
• Who is the author or creator?
• What biases or assumptions may have influenced the author or creator?
• Who was the intended audience?
• What was the significance of the source at the time it was created?
• Has the source been edited or translated, thus potentially altering the original intent or purpose?
• What questions could be answered using this source?
• What, if any, are the limitations of the source?
• Does your understanding of the source fit with other scholars’ interpretations, or does it challenge their argument?

http://www.ala.org/rusa/sections/history/resources/primarysources/using
Introduction
Preparing History Papers: the Short Version
Avoid Common Mistakes in Your History Paper

Reading
How to Read a Secondary Source
How to Read a Primary Source
“Predatory” Reading
Some Keys to Good Reading

Historical Arguments
Argument Concepts
Analyzing Arguments
How to Ask Good Questions
What Makes a Question Good?
From Observation to Hypothesis

Research
Research Papers
The Research Process
Research Basics
Keeping a Research Journal

Structuring Your Paper
Structuring Your Essay
The Three Parts of a History Paper
The Thesis
History and Rhetoric

Writing Your Paper
Grammar for Historians
Formatting Your Paper
A Style Sheet for History Writers
The Scholarly Voice: Hints on Crafting Historical Prose

Working with Sources
Presenting Primary Sources in Your Paper
Citing Sources
Advanced Citation

Editing and Evaluation
Paper-Writing Checklist
Peer Evaluations
Frequent Grading Comments
Generic Grading Rubric

The Writing Model
Making the Case: Samples
Making the Case: Sample Essay

https://courses.bowdoin.edu/writing-guides/introduction/preparing-history-papers-the-short-version/
Local Resources for Primary Sources
http://dpanther.fiu.edu/dPanther/home
Helen Muir Florida Collection

The collection contains a broad range of information about the Sunshine State, with special emphasis on South Florida. The collection is comprised of works by Florida authors and Floridiana including rare books, documents, photographic and indexes of regional newspapers.

A variety of original manuscripts from Florida authors and poets are included within our archives which spans over 500 authors, and approximately 96 linear feet.

Topics within the collection include Spanish American War, Florida Treaties, Poster Collection of Events.

https://www.mdpls.org/art/vasari.asp
University of Miami Libraries Digital Exhibits

Below are links to digital exhibits prepared by University of Miami archivists and librarians. The majority of resources featured in these sites are held in the University of Miami Special Collections, Cuban Heritage Collection, and the University Archives. Visitors may also find content attributed to University students, faculty and departments. The exhibits are arranged by publication date, most recent first.

Closed to Land: The Records of the Pan American World Airways, Inc.
The Pan American World Airways, Inc. Records Collection is one of the largest and most comprehensive collections of aviation history in the country. The 1,900 box collection provides a unique look into the life of a pioneer airline that captured the hearts and imaginations of past and future generations who yearned to fly and explore the skies. A unique component of the collection are the personal letters from the pilots, human interactions and transactions that helped shape the aviation industry.

Between Desperado and Hope: Cuban Refugees at the U.S. Naval Base Guantánamo Bay, 1994-1996
From August 1994 to February 1996, over 20,000 Cubans were detained at the U.S. Naval Base at Guantánamo Bay, Cuba. After attempting to reach the United States on rafts and other makeshift vessels, "Between Desperado and Hope" tells the story of how the U.S. Government managed that crisis.

This Space, This Place
In Fall 2014, the Roper Library hosted "This Space, This Place," an exhibition exploring the diverse set of materials that reveal the various ways in which the University of Miami's campus has been shaped and transformed over time. The exhibition featured an array of objects, documents, and images that highlight the university's history and its role in shaping the community.

Past Is Prologue: The Bard @ UM
The exhibit features items from the University of Miami Special Collections that represent William Shakespeare's enduring legacy, including the University's freshman and first-year reading books, which are devoted to topics which shaped and influenced the bard's body of work, and illustrated examples of how Shakespeare continues to be an important subject of modern discourse.
THE BLACK ARCHIVES

In 1988, The Black Archives, History and Research Foundation of South Florida, Inc. acquired the Lyric Theater. The Archives have three types of collections based on provenance:

- Subject Collections
- Manuscript Collections
- Black Archives Records

Collections created by The Black Archives to document the activities of the Black South Florida ethnic community are considered to have ethnic provenance and are called Subject Collections because they are generally formed around a subject.

Collections created during the administrative activities of The Black Archives have organisational provenance and are called the Black Archives Records Collections.

READ MORE

VIZCAYA

VIRTUAL TOURS & MODELS

Explore areas of Vizcaya that visitors rarely get to see, including the rice Barge and Indoors Display Court.
Bonus!

Using digital humanities tools with primary sources.
Text Analysis with Voyant Tools

https://voyant-tools.org/
Collaborative annotation with

https://web.hypothes.is/education/
1950-1935
VIRGINIA KEY BEACH BECOMES POPULAR RECREATIONAL SITE

Virginia Key Beach was on the rise in the 1950s, in the midst of the Civil Rights Movement.

http://timeline.knightlab.com/
Do a crowdsourced transcription project through Zooniverse or Library of Congress

https://www.zooniverse.org/projects/projectphaedra/star-notes
https://crowd.loc.gov/
Thank You!

Questions?