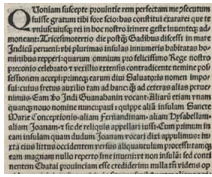




What Are Primary Sources?



TITLE: Epistola . . . de Insulis Indie nuper inventis (Letter Concerning the Islands Recently Discovered.)

“There I found very many islands, filled with innumerable people, and I have taken possession of them all for their Highnesses, done by proclamation and with the royal standard unfurled, and no opposition was offered to me.”

CREATED/PUBLISHED: by Christopher Columbus (1451-1506) in Rome: 1493, Rare Book and Special Collections Division, Library of Congress

Primary or secondary source? _____
Evidence:



TITLE: Columbus taking possession of the new country.

CREATED/PUBLISHED: Boston, U.S.A.: Published by the Prang Educational Co., 1893. 1 print : chromolithograph, Prints and Photographs Division, Library of Congress

Primary or secondary source? _____
Evidence:



TITLE: The first Thanksgiving 1621 / J.L.G. Ferris

CREATED/PUBLISHED: by Ferris, Jean Leon Gerome (1863-1930), Cleveland, Ohio : The Foundation Press, Inc., c1932. 1 photo-mechanical print, Prints and Photographs Division, Library of Congress

Primary or secondary source? _____
Evidence:



TITLE: "Dewey Defeats Truman"

CREATED/PUBLISHED: Chicago Daily Tribune, November 3, 1948, Serial & Government Publications Division, Library of Congress, Gift of Ms. Barbara, Diamond City, Arkansas

Primary or secondary source? _____
Evidence:

Examples of a primary source:

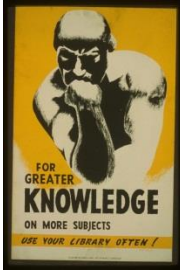
Examples of a secondary source:

A working definition for my students:

Primary sources-

Secondary sources-

“Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.” Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/index.html>



Source: V. Donaghue. 1940. Illinois WPA Art Project.
<http://www.loc.gov/pictures/item/98509756/>

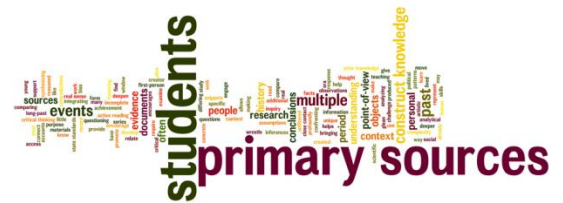
How a source is studied can determine its use as a primary or secondary source.

Consider:

- the time period a source was created, and
- the topic of study

Why Use Primary Sources?

from the Library of Congress <http://www.loc.gov/teachers/usingprimarysources/whyuse.html>



Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.

1. Engage students

- Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events.
- Because primary sources are snippets of history, they encourage students to seek additional evidence through research.
- First-person accounts of events helps make them more real, fostering active reading and response.

2. Develop critical thinking skills

- Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
- Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
- In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
- Questions of creator bias, purpose, and point of view may challenge students’ assumptions.

3. Construct knowledge

- Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.