

**EDN 228 Elementary Teaching I**  
**EDN 348 Techniques in Secondary Education Social Studies**

**Audience:** Elementary Education majors and/or History/Secondary Education majors

**Concepts/Tools:** Main concepts include identifying, analyzing, and evaluating primary sources. Also covers locating primary sources with a special emphasis on utilizing local archives and special collections.

**Learning Outcomes:** Students will be able to determine whether a source is primary or secondary.  
Students will be able to analyze and evaluate both virtual and physical primary sources and consider issues such as bias and author authority/reliability.  
Students will be able to identify resources and activities that would be effective for use in their own teaching.

**ACRL Framework Alignments:**

**I. Authority is Constructed and Contextual**

- Knowledge Practice: Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.
- Recognize authoritative content may be packaged formally or informally and may include sources of all media types.

**II. Research as Inquiry**

- Synthesize ideas gathered from multiple sources.
- Draw reasonable conclusions based on the analysis and interpretation of information.

**NOTE TO SHOWCASE ATTENDEES: Please do not pre-read this outline, or your experience of the hands-on activity will be skewed!**

**Instruction Outline:**

**I. Introduction/Primary Sources**

Review concepts of “primary source.” Use two websites as review tools:

“What are Primary Sources” from Yale University

- [http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) First-hand accounts -- resources from as close to the actual event as possible are the best – the further away from the event, the more questions you are likely to have about the usefulness of the source
- Talk about various formats of primary sources

“Using Primary Sources” from the Library of Congress

- <http://www.loc.gov/teachers/usingprimarysources/>  
Emphasis of how to incorporate primary sources into your teaching

## II. TOPIC ONE

### Display *Encyclopedia of Chicago* article on “Fire of 1871”

- We are going to be looking at some resources that talk about the Great Chicago Fire
- Discuss importance of beginning with a reliable secondary source to get factual information
- Important information from this source: date fire began, number of hours fire burned

### ACTIVITY 1: Evaluating 2 Archival Resources

- Work through this activity as a full group
- Read selected passages from the following NCC Archives sources. Through guided questioning, lead students to the appropriate information and related concerns for each source
  - Rassweiler Family Journals
    - Provide author context so group can factor in bias, age, location, purpose
    - Describes being able to see the light from the Chicago Fire in Naperville
    - Concern: Although the authors seem quite reliable, there is a date discrepancy with the time they mention seeing the light from the fire
  - “A Red Plush Album: A Family Chronicle” (manuscript by Fanny Smith)
    - Provide author context so group can factor in bias, age, location, purpose.
    - Also mentions being able to see the light from the fire in Naperville
    - Concerns: The author was a very young child at the time of the fire, and the manuscript was not written until much later in life
- Discuss the sources and the overall concept that the fire might have been visible from Naperville. Given the concerns about these two sources, discuss how one might confirm this concept. Other sources to consider would include the local newspaper from 1871, Naper Settlement resources, DuPage Historical Society, etc.

### Online primary sources

- Using the LibGuide for Education: Primary Sources, look at a number of examples of online resources for the Great Chicago Fire

#### Chicago Tribune (1849-1985) database

- Search for articles about the Chicago Fire in October 1871 issues
- Look at one or two examples

#### HarpWeek:

- Discuss this publication and the type of resources found
- Browse for the 10/28/1871 issue
- Look at the illustration entitled “Chicago in Flames – The Rush for Life Over Randolph-Street Bridge”

#### History Matters: Many Pasts

- Search for Chicago Fire
- Look at **Great Chicago Fire and the Web of Memory** – Chicago Historical Society and Northwestern University
- Look at section **Web of Memory**> **Libraries**> **Anthology of Fire Narratives**
- This provides a variety of letters, journals, etc. written by people who were in Chicago at the time of the fire

- Note that each entry includes the date written and a bit of information about the author

### Resources from CardinalCat/I-Share

- Watch for words that would indicate primary source (diary, correspondence, journal, etc.)
- Introduce concept that primary source material can sometimes be found within secondary source materials
- Discuss Special Collections and Archives and the fact that these materials will need to be used on site as they are not eligible for remote lending.

## III. TOPIC TWO

### ACTIVITY 2: Photo analysis

- **No background or context given at the beginning of this activity**
- Group students (3-4) and distribute **Worksheet 1** about analyzing photos
- Distribute 6 photos of various pieces/stages an historical event
- Each group analyzes their photo using questions on the worksheet
- Each group reports their findings as their photo is displayed for the rest of the groups
- Attempt to get the class to build the story and determine the event as each group shares their findings

### Using General Internet Searches to find Primary Sources

- Search Google for **Selma march 1965**
- Browse for what they might consider a reliable page that includes primary source material –how to evaluate
- Discuss “Wikipedia”
- Look at the wide variety of materials you find, but discuss the fact that much of it is secondary materials.
- Look at “We Shall Overcome – Selma-to-Montgomery March”, a National Park Service site. <http://www.nps.gov/nr/travel/civilrights/al4.htm> Point out that the overall site is a secondary source, but that it provides good background information. Note that it also includes photos that are primary sources.
- Look at “March from Selma to Montgomery, Alabama” from the AMERICAN EXPERIENCE: EYES ON THE PRIZE link. [http://www.pbs.org/wgbh/amex/eyesontheprize/story/10\\_march.html](http://www.pbs.org/wgbh/amex/eyesontheprize/story/10_march.html) This is another secondary source. View first 2-3 minutes of the video link. Point out that the video itself is a mix of both primary (visual material, audio of Martin Luther King Jr. speech, etc.) and secondary (narration) material.

### ACTIVITY 3: Looking at Selma March primary sources from NCC Archives

- Distribute **Worksheet 2** to guide their review of the resource
- Each group is given a source to evaluate (NCC Chronicle articles, Chapel Series brochure, etc.)
- Discuss findings as a group using the following guiding questions
  - Who spoke at NCC that excited the students? {Chapel series, James Farmer, CORE}
  - What about the timing of that? {Bloody Sunday}
  - Why did students go?
  - When/How long was the trip?
  - What can you tell about their experience from these sources?

- Pictures from the trip? {leaving and arriving but not actually ON the trip because no cameras allowed}
- Based on these sources, can you gauge the impact this trip made on the students?

#### IV. WRAP-UP

- Review where we have searched for primary sources
- Encourage the students to think about ways they can incorporate primary sources into their own teaching
- Point out that there are many places that one can find lesson plans and other assistance for incorporating primary sources in your teaching. Some sites relevant to the topics discussed today include:
  - National Endowment for the Humanities, EDSITEment! Picturing Freedom: Selma-to-Montgomery March, 1965 <http://edsitement.neh.gov/lesson-plan/picturing-freedom-selma-montgomery-march-1965#sect-thelesson>
  - National Park Service, The Selma to Montgomery Voting Rights March: Shaking the Conscience of the Nation <http://www.nps.gov/nr/twhp/wwwlps/lessons/133semo/133selma.htm>
  - National Archives, Eyewitness, Confrontations for Justice, John Lewis - March from Selma to Montgomery, "Bloody Sunday," 1965 <http://www.archives.gov/exhibits/eyewitness/html.php?section=2>

#### V. QUESTIONS

#### Contact Information:

Kim Butler  
 Archivist  
 Oesterle Library, North Central College  
[kjbutler@noctrl.edu](mailto:kjbutler@noctrl.edu) 630-637-5714

Belinda Cheek  
 Access Services Coordinator  
 Oesterle Library, North Central College  
[blcheek@noctrl.edu](mailto:blcheek@noctrl.edu) 630-637-5703



**WORKSHEET ONE**

**WE SEE....**

**WE THINK...**

**WE WONDER...**

## WORKSHEET TWO

What is your source? When was it written/recorded? Who is author?

What is the purpose?

What does your source say happened?

What was in here that surprised you?

Is there anything you don't find in this source that you would have expected to?