

Teacher Resource Guide

Women's History Month

 LIBRARY OF CONGRESS **TEACHING** *with* PRIMARY SOURCES



WAYNESBURG UNIVERSITY

Section 3: Teaching Tools

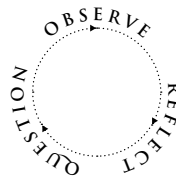
Library of Congress Guide
to Primary Sources

Primary Source Analysis Guides

Additional Resources from the
Library of Congress

<http://tps.waynesburg.edu>

TEACHER'S GUIDE ANALYZING BOOKS & OTHER PRINTED TEXTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first?
· Is there any text you can read? What does it say?
· Describe anything you see on the page besides words, such as images or decorations. · How is the text and other information arranged on the page? · Describe anything about this text that looks strange or unfamiliar. · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

What was the purpose of this text? · Who created it? · Who do you think was its audience? · Can you tell anything about what was important at the time it was made? · What tools and materials were used to create it? · What is the larger story or context within which this was printed? · What can you learn from examining this? · If someone created this today, what would be different?

QUESTION

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

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

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students choose a section of the text and put it in their own words.

Intermediate

Look for clues to the point of view of the person, or people, who created this text. Discuss what someone with an opposing or differing point of view might say about the issues or events described in it. How would the information be presented differently?

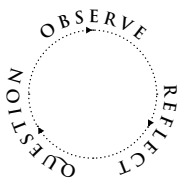
Advanced

Examine a section of the text. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this text?

For more tips on using primary sources, go to

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

PRIMARY SOURCE ANALYSIS TOOL



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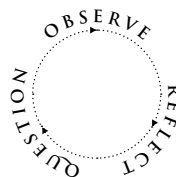
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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING MANUSCRIPTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first?
· How much of the text can you read? 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 size is the page? · What do you see on the page besides writing? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the manuscript.

Why do you think this manuscript was made? · Who do you think created it? · Who do you think was intended to read it, if anyone? · What do you think was happening when it was created? · What tools and materials were used to create it? · What can you learn from examining this? · If someone created something like this 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?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students choose a section of the manuscript and put it in their own words.

Intermediate

Select a section of a manuscript. Speculate about the purpose of the manuscript, and what the person, or people, who created it expected it to accomplish. Do you think it achieved their goals? Explain why you think so.

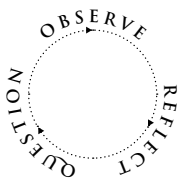
Advanced

Examine a section of the manuscript. Think about what you already know about this period in history. How does the manuscript support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this manuscript?

For more tips on using primary sources, go to

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

PRIMARY SOURCE ANALYSIS TOOL



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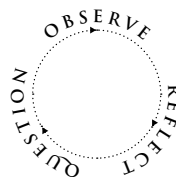
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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

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?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the map in their own words.

Intermediate

Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

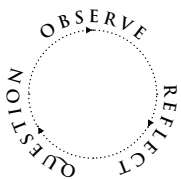
Advanced

Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to

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

PRIMARY SOURCE ANALYSIS TOOL



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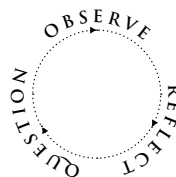
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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first?
· What people and objects are shown? · How are they arranged? · What is the physical setting?
· What, if any, words do you see? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
· What can you learn from examining this image? · What's missing from this image? · If someone made this 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?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

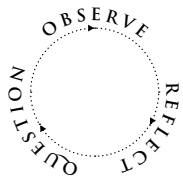
Beginning
Write a caption for the image.

Intermediate
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to
<http://www.loc.gov/teachers>

PRIMARY SOURCE ANALYSIS TOOL



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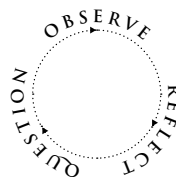
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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING POLITICAL CARTOONS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first? · What people and objects are shown? · What, if any, words do you see? · What do you see that looks different than it would in a photograph? · What do you see that might refer to another work of art or literature? · What do you see that might be a symbol? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

What's happening in the cartoon? · What was happening when this cartoon was made? · Who do you think was the audience for this cartoon? · What issue do you think this cartoon is about? · What do you think the cartoonist's opinion on this issue is? What methods does the cartoonist use to persuade the audience?

QUESTION

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

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

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?

Intermediate

Compare two political cartoons that are on the same side of an issue. Identify the different methods — like symbols, allusions, or exaggeration — that the two cartoons use to persuade their audience.

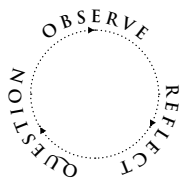
Advanced

Select a political cartoon. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.

For more tips on using primary sources, go to

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

PRIMARY SOURCE ANALYSIS TOOL



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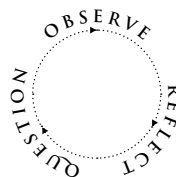
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FURTHER INVESTIGATION

TEACHER'S GUIDE

ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION

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

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

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students compare two related primary source items.

Intermediate

Have students expand or alter textbook explanations of history based on primary sources they study.

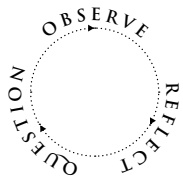
Advanced

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to

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

PRIMARY SOURCE ANALYSIS TOOL



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FURTHER INVESTIGATION



LIBRARY OF CONGRESS

Millions of Primary Sources
Tools for Teachers



Digitized primary sources

More than 13 million primary sources -- maps, photos, films, sound recordings, manuscripts and more

American history and culture • Veterans' stories • Women's suffrage • Civil rights • The Great Depression • Government and civics • The Civil War • International history and culture • Immigration • Presidents • Explorers • Geography • Music and performing arts • Literature • Inventions

The Teachers Page

More than 300 teacher-created materials to help bring primary sources to life in the classroom

Lesson plans • Primary source sets • Interactive activities • Themed resources • Analysis tools • Teaching ideas and context



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Interpretation and guidance from the Library's experts

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How to Use Primary Sources



A Quick Start Guide

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.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.



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How to Use Primary Sources



1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source. • *Who created this primary source?* • *When was it created?* • *Where does your eye go first?*

Help students see key details. • *What do you see that you didn't expect?* • *What powerful words and ideas are expressed?*

Encourage students to think about their personal response to the source. • *What feelings and thoughts does the primary source trigger in you?* • *What questions does it raise?*

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context. • *What was happening during this time period?* • *What was the creator's purpose in making this primary source?* • *What does the creator do to get his or her point across?* • *What was this primary source's audience?* • *What biases or stereotypes do you see?*

Ask if this source agrees with other primary sources, or with what the students already know. • Ask students to test their assumptions about the past. • Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned. • Ask for reasons and specific evidence to support their conclusions. • Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets from the Library offer entry points to many topics.



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Why Use Primary Sources?



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.



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Why Use Primary Sources?



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.



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Additional Resources

Listed below are some additional resources from the Library of Congress that may enhance your knowledge and use of primary sources in the classroom.

- Interactive Activity
 - Women's Words of Wisdom: Thoughts Over Time
 - This interactive resource gives students a glimpse into the lives of extraordinary women throughout history
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/womens-words/#>
- Lesson Plans
 - Suffragists and Their Tactics
 - <http://www.loc.gov/teachers/classroommaterials/lessons/suffragists/>
 - Women's Suffrage: Their Rights and Nothing Less
 - <http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/>
 - Nineteenth Century Women: Struggle and Triumph
 - <http://www.loc.gov/teachers/classroommaterials/lessons/triumph/>

Fall 2008 Teaching with Primary Sources Newsletter
Learning Activity – Secondary Level

Evaluating Differing Opinions in Political Cartoons



Women's Sphere: Suffrage Cartoons

Illustration [1909?]

Library of Congress, Rare Book and Special Collection Division, NAWSA
Miller Scrapbook Collection.

Library of Congress Bibliographic record:

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5015401>

OVERVIEW

Overview

The purpose of this activity is to facilitate students' higher-order thinking skills through the analysis of issues presented in political cartoons. Students will identify sources of information about current issues. They will analyze three political cartoons related to the women's suffrage movement, discussing the techniques cartoonists use to advocate through this medium and determining the cartoonists' stands on the issue. Students will then examine contemporary political cartoons, formulate opinions about the issues addressed in the cartoons, and conduct research to get more information about the issues to confirm or modify their initial opinions.

Objectives

After completing this activity, students will be able to:

- Explain ways that people can become informed before developing views about issues and institutions;
- Identify artistic and persuasive techniques used in political cartoons;
- Analyze issues addressed in political cartoons;
- Use research evidence to formulate an opinion on an issue expressed in a political cartoon.

Time Required

Two class periods

Recommended Grade Range

Secondary Level: 8-12

Topic/s

Woman Suffrage ~ Scrapbooks ~ 1897-1911

Political Cartoons—various collections

Subject/ Sub-Subject

Social Studies: Civics

Life Skills: Thinking and Reasoning

Language Arts: Writing, Viewing

The Library of Congress

Page 1

Fall 2008 Teaching with Primary Sources Newsletter Learning Activity – Secondary Level

OVERVIEW (CONT'D)

Standards

McREL 4th Edition Standards & Benchmarks

<http://www.mcrel.org/compendium/browse.asp>

Civics

Standard 29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.

Life Skills: Thinking and Reasoning

Standard 1. Understands and applies the basic principles of presenting an argument.

Standard 2. Understands and applies basic principles of logic and reasoning.

Language Arts: Writing

Standard 4. Gathers and uses information for research purposes

Language Arts: Viewing

Standard 9. Uses viewing skills and strategies to understand and interpret visual media.

Credits

Center on Congress at Indiana University *Teaching with Primary Sources* Staff

PREPARATION

Materials

Have these materials ready before the activity:

Projection device with one Internet-ready computer (or prepare and distribute copies) to share the following:

The Cartoon Analysis Guide

http://memory.loc.gov/learn/features/political_cartoon/cag.html

Election Day! <http://hdl.loc.gov/loc.pnp/cph.3a51845>

Women's Sphere: Suffrage Cartoons <http://hdl.loc.gov/loc.rbc/rbcmil.scrp5015401>

Uncle Sam (as 'Public Opinion') Embracing Nurse...

<http://hdl.loc.gov/loc.pnp/cph.3b23212>

Copies of newspapers from last several days or weeks (at least 2-3 different newspapers per student group)

Fall 2008 Teaching with Primary Sources Newsletter

Learning Activity – Secondary Level

OVERVIEW (CONT'D)

Resources

Background for the Activity:

These primary source documents from the Library of Congress provide background insight on the women's suffrage issues:

- Persuasion or responsibility, by Florence Kelley, Political Equality Series editorial, from the National American Woman Suffrage Association Collection, 1848-1921; <http://hdl.loc.gov/loc.rbc/rbnawsa.n835g>
- Debate on woman suffrage in the Senate of the United States, 2d session, 49th Congress, December 8, 1886, and January 25, 1887, by Senators H.W. Blair, J.E. Brown, J.N. Dolph, G.G. Vest, and Geo. F. Hoar. (In the Table of Contents, click on the "Woman Suffrage" link, then scroll down to pages 33-36. Begin reading at the last paragraph on page 33 at the line "Mr. VEST. Mr. President, any measure of legislation which affects popular government based on the will of the people as expressed through their suffrage is not only important but vitally so.") <http://hdl.loc.gov/loc.rbc/rbnawsa.n4960>

Additional resources:

"Use Editorial Cartoons to Teach About Elections Past and Present" article by Walter McKenzie, Education World®, 2006 Education World

http://www.educationworld.com/a_curr/curr210.shtml

This article provides rationale for using political cartoons to teach about history and facilitate students' use of higher-order thinking skills. It also provides links to other resources about editorial cartoons.

Fall 2008 Teaching with Primary Sources Newsletter
Learning Activity – Secondary Level

PROCEDURE

Activating Prior Knowledge:

1. Explain to students that our representative democracy is based on the notion that ordinary people have the right and responsibility to be involved in their governance. If we want our representatives to do their job well, we must keep informed of current issues, analyze what is being presented by the media, and form and support our own opinions.
2. As a class, brainstorm ways citizens can become more informed about issues before committing to a viewpoint. Students may say that citizens can gather information from newspapers, the Internet, television, radio, or other people.

Activity:

1. Explain to students that one way to learn about current issues and the differing sides of an issue is to examine political cartoons. Political cartoons can show opposing viewpoints of the same issue.
2. Review the persuasive techniques that political cartoonists often use by going over **The Cartoon Analysis Guide** with students.
3. As a class analyze three political cartoons from the women's suffrage movement. Project or distribute copies of **Election Day!**, **Women's Sphere: Suffrage Cartoons**, and **Uncle Sam (as 'Public Opinion') Embracing Nurse**. . . (Refer to the Resources section above for two primary source documents that provide further insight into the issues surrounding the women's suffrage debate during this time period.)
Have students discuss the following questions for each of the three cartoons:
 - What is the cartoon saying?
 - What persuasive techniques did the cartoonist use?
 - What, if any, action is being advocated?
 - What evidence do you see in the cartoon to support your response regarding the action the cartoon is advocating?
 - How well did the cartoonist portray the main point of the cartoon?
 - Which cartoon did you find more persuasive? Why?
4. **(Optional)** Have students read the two documents suggested in the Resources section. Then ask students to compare the opinions expressed in the two documents and also compare the opinions in the documents with those expressed in the political cartoons.
5. Divide the class into small groups of four students and give each group a copy of two to four different newspapers. Have each group find the political cartoons located in the opinion or editorial section of the newspaper.
6. Ask each group to select one or two cartoons about on an issue of interest to them and summarize the cartoonists' opinions advocated in the cartoon. Then have students formulate their own opinions about the issue and raise questions that they might need to research in order to develop a more fully informed view.

Fall 2008 Teaching with Primary Sources Newsletter
Learning Activity – Secondary Level

PROCEDURE (CONT'D)

7. Invite groups to share their analysis of the cartoons, discuss what their current views are on the topics, and share questions they need to research to become more fully-informed.
8. Have each student research the issues depicted in the group's political cartoon and write one paragraph explaining how background information caused them to confirm or modify their initial view, and why. Ask students to list the sources they used to help them become informed.
9. Ask students to share the results of their research and discuss various ways that people can become more informed about issues before committing to a viewpoint.

EVALUATION

Formative/ Informal Teacher Assessment

Observation providing evidence that students are:

- Actively participating in whole class and small group discussions;
- Demonstrating engagement with goals of the lesson;
- Using language that illustrates understanding of the persuasive techniques used by political cartoonists;
- Able to identify questions that will inform research on an issue;
- Showing the ability to form and support opinion on issues.

Summative Teacher Assessment

Assessment verifying that students are able to:

- Write a paragraph that explains how research on an issue caused them to confirm or modify their initial opinion.