

Inspiring Use of Primary Sources in Teaching

- **Objectives:**

- To explain primary resources
- To share the features of LOC, American Memory and The National Archives in an exciting manner
- To provide educators an understanding of the value of collaboration

- **Resources:**

- Websites of LOC, American Memory and The National Archives
- Navigation and Location handout

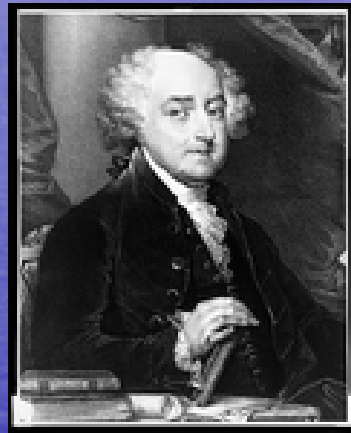
**Using LOC/American
Memory and the National
Archives
to inspire and motivate
your students**

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- many students experience history, as currently taught, to be a passively learned subject that consists of memorizing dates and facts
 - (Cantu & Warren, 2003)
 - (Stahl, Hynd, Britton, & McNish, 1996)

HISTORY

- HisTORY



- HerSTORY



- TheirSTORY



What is a Primary Source?

- Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing.
- Secondary sources are accounts of the past created by people writing about events sometime after they happened.
- Library of Congress>americanmemory>learning page>getting
<http://memory.loc.gov/learn/lessons/fw.html>

- Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters that were furiously debated by the participants. Interpretations of the past are furiously debated as well, among historians, policy makers, politicians, and ordinary citizens. By working with primary sources, students can become involved in these debates.
- Primary sources help students develop knowledge, skills, and analytical abilities. By dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.

- Library of Congress>americanmemory>learning page>getting started>site map>lesson framework
- <http://memory.loc.gov/learn/lessons/fw.html>

Recent Studies

- History Cooperative
 - <http://www.historycooperative.org/>
- Knowledge Quest on the Web
 - <http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqweb.cfm>
- PrimarySourceLearning
 - <http://www.primarysourcelearning.org/index.shtml>
- National History Education Clearinghouse
 - <http://teachinghistory.org/>
- RMLE Online
- *Improving Classroom Instruction: Understanding the Developmental Nature of Analyzing Primary Sources*
 - http://www.nmsa.org/portals/0/pdf/publications/RMLE/rmle_vol30_no6.pdf.

Findings from these studies support the use of primary source documents in the classroom

(Stahl et al., 1996; Wineburg, 1991) **Improving Classroom Instruction: Understanding the Developmental Nature of Analyzing Primary Sources.** RMLE Online. 2007. Volume 30; Number 6.

- ... the challenge that teachers face in developing the necessary skills and “habits of mind” to actively engage students in the analysis process.
- In order to engage critical thinking skills at this level, the research indicates that frequent and early exposure to primary source analysis is necessary (Young & Leinhardt, 1998). Ibid.

Who? Teacher/Librarian; Media Specialist; School Librarian...

- Who are they?
- Certified teachers with a library degree who serve public and private schools.
- **Must have 2 degrees**
 - Teaching degree
 - MALIS
- What can they do?
- Provide curriculum knowledge/background
- Understand the teacher's needs
- Brainstorm lesson objectives and outcomes
- Search for and locate necessary resources
- Teach alongside
- **Talk to you!**

Connect with your Teacher/Librarian and EXPLORE

- The Library of Congress
 - American Memory
 - National Archives
- Resources to help bring history to life!
- Features and activities to inspire your students!
- Lesson plans for you!



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