

# Introduction to Primary Sources: What they are and how to find them



Tracy H. Chrenka  
Forest Hills Public Schools

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Benjamin Spock (1903–1998).  
*Baby and Child Care*.  
New Revised and Enlarged Edition.  
New York: Pocket Books, 1968. Private Collection

This lesson re-introduces middle school students to the concept of Primary Sources and allows them to explore the scope of Primary Sources available at the Library of Congress.

[Overview/](#) [Materials/](#) [Historical Background/](#) [LOC Resources/](#) [Standards/](#)  
[Procedures/](#) [Evaluation/](#) [Rubric/](#) [Handouts/](#) [Extension](#)

<b>Overview</b>		<a href="#">Back to Navigation Bar</a>
Objectives	Students will: <ul style="list-style-type: none"> <li>• Explore the concept of primary source materials</li> <li>• View 5 primary sources in the classroom and another 3 digitally</li> <li>• Complete a Library of Congress Webquest</li> </ul>	
Recommended time frame	Two- Three days	
Grade level	6-8	
Curriculum fit	Social Studies, English Language Arts, Technology	
Materials	<ul style="list-style-type: none"> <li>• Access to the introductory Prezi (<a href="http://prezi.com/kd6voguyuxoh/introduction-to-primary-sources-what-they-are-and-how-to-find-them/">http://prezi.com/kd6voguyuxoh/introduction-to-primary-sources-what-they-are-and-how-to-find-them/</a>)</li> <li>• Computer Lab (or pod of 5 computers) for first day, full lab for second day</li> <li>• Primary Source materials box which contains copies of the following items included in the source table: Roosevelt Letter, Woman’s Suffrage Picture, Jefferson/Burr Supoena, Little Ricky Paper Doll, Copy of Spock Book (from Amazon)</li> <li>• Computers set to watch/listen: Video of Stephanie</li> </ul>	

	<p>Meyer at Celebration of the Book 2006, Americanism, Fun in a Bakery Shop</p> <ul style="list-style-type: none"> <li>• Artifact survey (included in handouts)</li> <li>• Clipboards</li> </ul>
<p><b>Michigan State Learning Standards</b> <a href="#">Back to Navigation Bar</a></p>	
	<p>6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6-8.RI.2. evaluate information from online information resources for accuracy and bias</p> <p>6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)</p>
<p><b>Procedures</b> <a href="#">Back to Navigation Bar</a></p>	
	<p><b>Day One:</b></p> <ul style="list-style-type: none"> <li>• Open with a discussion of the word primary. What does it mean? What are its roots? How is a primary source similar to a prime number?</li> <li>• Go through the Prezi, stopping to discuss concepts as necessary (<a href="http://prezi.com/kd6voguyuxoh/introduction-to-primary-sources-what-they-are-and-how-to-find-them/">http://prezi.com/kd6voguyuxoh/introduction-to-primary-sources-what-they-are-and-how-to-find-them/</a>)</li> <li>• Students walk around the room with clipboards and fill in the artifact survey</li> <li>• Regroup and discuss what the students saw, what they think of it and answer any questions about the difference between primary and secondary sources</li> <li>• Briefly introduce the Library of Congress as the motherload of all primary source repositories</li> </ul> <p><b>Day Two:</b></p> <ul style="list-style-type: none"> <li>• Introduce the webquest and allow students to explore a variety of aspects of the Library of Congress website (<a href="http://bit.ly/Primarywq">http://bit.ly/Primarywq</a>)</li> <li>• Assignments are turned in (digitally) at the end of the class period (or another day is given as needed)</li> </ul>
<p><b>Evaluation</b> <a href="#">Back to Navigation Bar</a></p>	
	<p>The webquest and Primary Source Facebook Page will</p>

	serve as an assessment with students answering questions about the Library of Congress website and specific primary sources.
<b>Extension</b>	<a href="#">Back to Navigation Bar</a>
	As this lesson is co-taught with the social studies teacher, the students will begin a research project that requires a minimum of two primary sources in the bibliography within the next four weeks.

# Historical Background

[Back to Navigation Bar](#)

## Primary Sources:

Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

([http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html))

## Library of Congress :

The Library of Congress was established by an act of Congress in 1800 when President John Adams signed a bill providing for the transfer of the seat of government from Philadelphia to the new capital city of Washington. The legislation described a reference library for Congress only, containing "such books as may be necessary for the use of Congress - and for putting up a suitable apartment for containing them therein..."

Established with \$5,000 appropriated by the legislation, the original library was housed in the new Capitol until August 1814, when invading British troops set fire to the Capitol Building, burning and pillaging the contents of the small library.

Within a month, retired President Thomas Jefferson offered his personal library as a replacement. Jefferson had spent 50 years accumulating books, "putting by everything which related to America, and indeed whatever was rare and valuable in every science"; his library was considered to be one of the finest in the United States. In offering his collection to Congress, Jefferson anticipated controversy over the nature of his collection, which included books in foreign languages and volumes of philosophy, science, literature, and other topics not normally viewed as part of a legislative library. He wrote, "I do not know that it contains any branch of science which Congress would wish to exclude from their collection; there is, in fact, no subject to which a Member of Congress may not have occasion to refer."

In January 1815, Congress accepted Jefferson's offer, appropriating \$23,950 for his 6,487 books, and the foundation was laid for a great national library. The Jeffersonian concept of universality, the belief that all subjects are important to the library of the American legislature, is the philosophy and rationale behind the comprehensive collecting policies of today's Library of Congress.

Ainsworth Rand Spofford, Librarian of Congress from 1864 to 1897, applied Jefferson's philosophy on a grand scale and built the Library into a national institution. Spofford was responsible for the copyright law of 1870, which required all copyright applicants to send to the Library two copies of their work. This resulted in a flood of books, pamphlets, maps, music, prints, and photographs. Facing a shortage of shelf space at the Capitol, Spofford convinced Congress of the need for a new building, and in 1873 Congress authorized a competition to design plans for the new Library.

In 1886, after many proposals and much controversy, Congress authorized construction of a new Library building in the style of the Italian Renaissance in accordance with a design prepared by Washington architects John L. Smithmeyer and Paul J. Pelz.

The Congressional authorization was successful because of the hard work of two key Senators: Daniel W. Voorhees (Indiana), who served as chairman of the Joint Committee from 1879 to 1881, and Justin S. Morrill (Vermont), chairman of Senate Committee on Buildings and Grounds.

In 1888, General Thomas Lincoln Casey, chief of the Army Corps of Engineers, was placed in charge of construction. His chief assistant was Bernard R. Green, who was intimately involved with the building until his death in 1914. Beginning in 1892, a new architect, Edward Pearce Casey, the son of General Casey, began to supervise the interior work, including sculptural and painted decoration by more than 50 American artists.

When the Library of Congress building opened its doors to the public on November 1, 1897, it was hailed as a glorious national monument and "the largest, the costliest, and the safest" library building in the world.



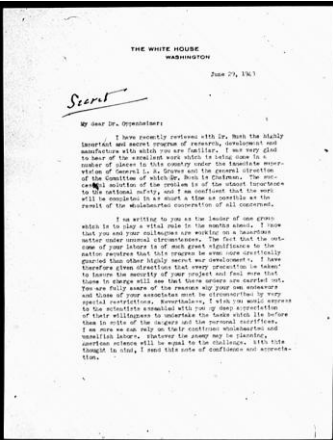
### **Collections**

Today's Library of Congress is an unparalleled world resource. The collection of more than 144 million items includes more than 33 million cataloged books and other print materials in 460 languages; more than 63 million manuscripts; the largest rare book collection in North America; and the world's largest collection of legal materials, films, maps, sheet music and sound recordings

<http://www.loc.gov/about/history.html>




# Primary Resources from the Library of Congress

[Back to Navigation Bar](#)

Image	Description	Citation	Perm URL
	<p>Congressional Library, the entrance pavilion / Handy phot.</p>	<p>Handy, Levin. <i>Congressional Library, the entrance pavilion</i> . 0. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  <a href="http://hdl.loc.gov/loc.pnp/p.print">http://hdl.loc.gov/loc.pnp/p.print</a>, Washington D.C.. <i>Library of Congress</i>. Web. 27 June 2012.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/p/pmsca.25378">http://hdl.loc.gov/loc.pnp/p/pmsca.25378</a></p>
	<p>Video of Stephanie Meyer at Celebration of the Book 2006</p>	<p><b>SPEAKER:</b> Stephanie Meyer  <b>EVENT</b>  <b>DATE:</b> 09/30/2006  <b>RUNNING TIME:</b> 33 minutes</p>	<p><a href="http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4001">http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4001</a></p>
	<p>Letter, Franklin D. Roosevelt to J. Robert Oppenheimer thanking the physicist and his colleagues for their ongoing secret atomic research, 29 June 1943.</p>	<p>J. Robert Oppenheimer Papers</p>	<p><a href="http://memory.loc.gov/mss/mcc/083/0001.gif">http://memory.loc.gov/mss/mcc/083/0001.gif</a>  <a href="http://memory.loc.gov/mss/mcc/083/0002.gif">http://memory.loc.gov/mss/mcc/083/0002.gif</a></p>

	<p>Woman's suffrage picture</p>	<p>Suffragists picketing in front of the White House. Harris &amp; Ewing. 1917.</p>	<p><a href="http://memory.loc.gov/service/mss/mnwp/160/160022v.jpg">http://memory.loc.gov/service/mss/mnwp/160/160022v.jpg</a></p>
	<p>Artifacts of Assassination</p>	<p><u>Lincoln realia</u>, 1865 <i>New York Times</i>, vol. XIV, no. 4236 (April 15, 1865) <u>Rare Book &amp; Special Collections Division</u></p>	<p><a href="http://www.loc.gov/exhibits/treasures/images/tlc0070.jpg">http://www.loc.gov/exhibits/treasures/images/tlc0070.jpg</a></p>
	<p>Americanism</p>	<p>"Americanism." <i>American Memory</i>. Library of Congress, n.d. Web. 24 June 2012. &lt;memory.loc.gov/mbrs/forum/900002</p>	<p><a href="http://memory.loc.gov/mbrs/nforum/9000024.wa">http://memory.loc.gov/mbrs/nforum/9000024.wa</a></p>
	<p>Cover of <u>The Wonderful Wizard of Oz</u> by L. Frank Baum</p>	<p><b>Author:</b> Baum, L. Frank <b>LCCN:</b> <a href="http://lcn.loc.gov/03032405">http://lcn.loc.gov/03032405</a> <b>Published/Created:</b> Chicago; New York: G.M. Hill Co., 1900, c1899. <b>Request in:</b> Rare Book/Special Collections reading room (Jefferson LJ239)</p>	<p><a href="http://read.gov/books/images/oz_t.jpg">http://read.gov/books/images/oz_t.jpg</a></p>
	<p>Subpoena served on Thomas Jefferson to testify at Aaron Burr's trial for treason, 13 June 1807.</p>	<p>Author: Burr, Aaron, 1756-1836. Title: Aaron Burr papers, 1788-1824. Description: 25 items.</p>	<p><a href="http://lcweb2.loc.gov/mss/mcc/069/0001t.gif">http://lcweb2.loc.gov/mss/mcc/069/0001t.gif</a></p>



	<p>Little Ricky Paper Doll</p>	<p>Little Ricky paper doll, 1953. Photomechanical print: halftone, color. USA: Whitman Publishing Company, 1953. Music Division, Library of Congress (091.00.00) [Digital ID # cph-3g04418] Rights to the images in this collection are the sole property of Lucie Arnaz and Desi Arnaz, Jr./Desilu, too, LLC</p>	<p><a href="http://myloc.gov/assets/Exhibitions/ilovelucy/lelucy/Assets/3g04418v_standard.jpg">http://myloc.gov/assets/Exhibitions/ilovelucy/lelucy/Assets/3g04418v_standard.jpg</a></p>
	<p>Benjamin Spock, The Common Sense Book of Baby and Child Care (1946)</p>	<p>Benjamin Spock (1903–1998). <i>Baby and Child Care</i>. New Revised and Enlarged Edition. New York: Pocket Books, 1968. Private Collection</p>	<p><a href="http://myloc.gov/assets/Exhibitions/books/1900-1950/Assets/ba0068_standard.jpg">http://myloc.gov/assets/Exhibitions/books/1900-1950/Assets/ba0068_standard.jpg</a></p>
	<p>Fun in a bakery shop</p>	<p>CREATED/PUBLISHED United States : Edison Manufacturing Co., 1902. NOTES Copyright: Thomas A. Edison; 3Apr1902; H15916. Digital file includes a piano score composed and performed by Philip Carli.</p>	<p><a href="http://www.youtube.com/watch?list=PL87C4B99221943BCD&amp;v=u20lu6NAtPU&amp;feature=player_detailpage">http://www.youtube.com/watch?list=PL87C4B99221943BCD&amp;v=u20lu6NAtPU&amp;feature=player_detailpage</a></p>



# Rubric

[Back to Navigation Bar](#)

## Evaluation Rubric

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1-Beginning 2-Developing 3-Very Good 4-Exemplary Score

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Accuracy of information on #'s 2-6.

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Accuracy for #7.

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Creativity for #'s 8-11.

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Grammar and conventions.

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**Total Score:**

# Handouts

[Back to Navigation Bar](#)

Name \_\_\_\_\_

## Artifact Survey

<b>Station</b>	<b>Primary Source Category</b>	<b>Why Artifact is Primary</b>	<b>Why It's Interesting</b>
1			
2			
3			
4			
5			
6			
7			
8			

Extension activity Handout can be found here:

<http://bit.ly/primaryfb>

