



Teaching with Primary Sources at MSU Denver



**ASSESSMENT USING PRIMARY SOURCES
RESOURCE PACKET**

Todd Laugen
Associate Professor of History
Metropolitan State University of Denver
rlaugen@msudenver.edu

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History Colorado

Name: _____
Date: _____ PSA #: _____ of 8

PRIMARY SOURCE ANALYSIS (PSA)

Provide answers to the questions below as you read the assigned sources. Feel free to attach additional pages.

1. Author/Creator and Title of the Source:
2. When and where was it created?
3. Who was the intended audience (as far as you can tell)?
4. What 2-3 sentences or phrases or images help us identify the main point?
5. What's the main idea here?
6. What biases or perspective do you see here? How far can we trust this source?
7. What other sources can we compare to this one? How do they compare?

APPARTS

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why was this source produced at the time it was produced?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is this source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Level 1	
Visuals	Words (not all cartoons include words)
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>
Level 2	
Visuals	Words
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>
Level 3	
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>	

Written Document Analysis Worksheet

5

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table><tr><td><input type="radio"/> Newspaper</td><td><input type="radio"/> Map</td><td><input type="radio"/> Advertisement</td></tr><tr><td><input type="radio"/> Letter</td><td><input type="radio"/> Telegram</td><td><input type="radio"/> Congressional Record</td></tr><tr><td><input type="radio"/> Patent</td><td><input type="radio"/> Press Release</td><td><input type="radio"/> Census Report</td></tr><tr><td><input type="radio"/> Memorandum</td><td><input type="radio"/> Report</td><td><input type="radio"/> Other</td></tr></table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
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2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table><tr><td><input type="checkbox"/> Interesting Letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>												

Map Analysis Worksheet

6

1.	<p>TYPE OF MAP (Check one):</p> <table><tr><td><input type="radio"/> Raised Relief map</td><td><input type="radio"/> Bird's-eye map</td></tr><tr><td><input type="radio"/> Topographic map</td><td><input type="radio"/> Artifact map</td></tr><tr><td><input type="radio"/> Political map</td><td><input type="radio"/> Satellite photograph/mosaic</td></tr><tr><td><input type="radio"/> Contour-line map</td><td><input type="radio"/> Pictograph</td></tr><tr><td><input type="radio"/> Natural resource map</td><td><input type="radio"/> Weather map</td></tr><tr><td><input type="radio"/> Military map</td><td><input type="radio"/> Other</td></tr></table>	<input type="radio"/> Raised Relief map	<input type="radio"/> Bird's-eye map	<input type="radio"/> Topographic map	<input type="radio"/> Artifact map	<input type="radio"/> Political map	<input type="radio"/> Satellite photograph/mosaic	<input type="radio"/> Contour-line map	<input type="radio"/> Pictograph	<input type="radio"/> Natural resource map	<input type="radio"/> Weather map	<input type="radio"/> Military map	<input type="radio"/> Other
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2.	<p>UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):</p> <table><tr><td><input type="checkbox"/> Compass</td><td><input type="checkbox"/> Name of mapmaker</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> Title</td></tr><tr><td><input type="checkbox"/> Date</td><td><input type="checkbox"/> Legend (key)</td></tr><tr><td><input type="checkbox"/> Notations</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Scale</td><td></td></tr></table>	<input type="checkbox"/> Compass	<input type="checkbox"/> Name of mapmaker	<input type="checkbox"/> Handwritten	<input type="checkbox"/> Title	<input type="checkbox"/> Date	<input type="checkbox"/> Legend (key)	<input type="checkbox"/> Notations	<input type="checkbox"/> Other	<input type="checkbox"/> Scale			
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3.	<p>DATE OF MAP:</p> <hr/>												
4.	<p>CREATOR OF THE MAP:</p> <hr/>												
5.	<p>WHERE WAS THE MAP PRODUCED?</p> <hr/>												
6.	<p>MAP INFORMATION</p> <p>A. List three things in this map that you think are important.</p> <ol style="list-style-type: none">1. _____2. _____3. _____ <p>B. Why do you think this map was drawn?</p> <p>C. What evidence in the map suggests why it was drawn?</p> <p>D. What information does this map add to the textbook's account of this event?</p> <p>E. Does the information in this map support or contradict information that you have read about this event? Explain.</p> <p>F. Write a question to the mapmaker that is left unanswered by this map.</p>												

TOOL 4.3: DECODING THOMAS NAST'S "THE AMERICAN RIVER GANGES"

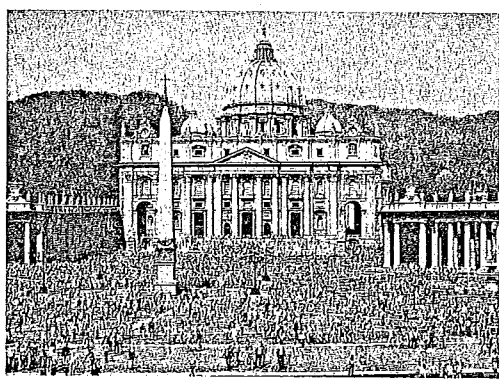
This background information will help you answer questions in the following handout.

1) **Mitre:** a religious head covering worn by the Pope, as well as bishops and cardinals.



A mitre (head covering) worn by the Pope, <http://www.godsonlygospel.com/POPE~4.JPG>

2) **Basilica of St. Peter:** Located in Vatican City, St. Peter's Basilica is the Pope's principal church, and home to official ceremonies of the Roman Catholic Church. Catholic tradition holds that this church is the burial site of its namesake, Saint Peter, one of the Twelve Apostles and the first Bishop of Rome.



Saint Peter's Basilica in Rome (i.e., the large building with a dome), symbolic "Mother Church" of the Catholic Church. Photograph available at <http://countries-of-europe.com/wp-content/uploads/2011/02/St.-Peters-Basilica1.jpg>

3) **Columbia:** A late-17th-century synonym for the New World, "Columbia," for which the District of Columbia is named, is symbolically represented as a female figure. Depicted in a simple white gown, she is frequently shown holding the liberty pole, the American flag, or the Constitution, and is often accompanied by an eagle. As an icon, Columbia evokes Christopher Columbus, the ostensible "discoverer" of America, from whom she derives her name, while also functioning as an allegorical figure who represents liberty and progress.

TOOL 4.3: DECODING THOMAS NAST'S "THE AMERICAN RIVER GANGES" (continued)



Image of Miss Columbia in a World War I recruiting poster. "Columbia calls—Enlist Now for U.S. Army," designed by Frances Adams Halsted; painted by V. Aderente. 1916. Library of Congress Prints and Photographs Division, Washington, D.C., <http://lcweb2.loc.gov/service/pnp/cph/3g00000/3g03000/3g03600/3g03685v.jpg>

4) **Tammany Hall:** Founded in 1789, the Tammany Society (alternately known as "the Sons of St. Tammany" and "the Columbian Order") was at the heart of New York City politics throughout the 19th century. Operating out of Tammany Hall, the organization was the city affiliate for the Democratic Party and grew in influence as it gained the loyalty of immigrants, many of whom were Irish Catholics. Governing through a system of public outreach, political patronage, and corruption, Tammany "bosses" were among the most powerful politicians in New York State. The most famous of them,

William "Boss" Tweed, even won a seat in the New York State Senate before ending his days in prison.

5) **The Inverted Flag:** An upside-down national flag is a common symbol of distress. According to *Admiral Smyth's Sailor's Word Book of 1867*, when a ship is "in imminent danger," its crew "hoists her national flag upside down, and if she is armed, fires minute guns."

6) **The Ganges River:** The Ganges runs roughly 1,500 miles through India. It is considered a holy river by the Hindus, who make pilgrimages to bathe in its waters by descending the stone steps called "ghats" along its banks. Hindus attribute special powers to the Ganges waters. In the 19th century, many Americans considered Hindus and their religious practices not only strange and exotic, but inferior to the more "developed" religious traditions of the West.

Source: "Benares: View Taken from the Ghats," Elisee Reclus, *The Earth and Its Inhabitants*, 1884.

TOOL 6.1: OPENING UP THE TEXTBOOK

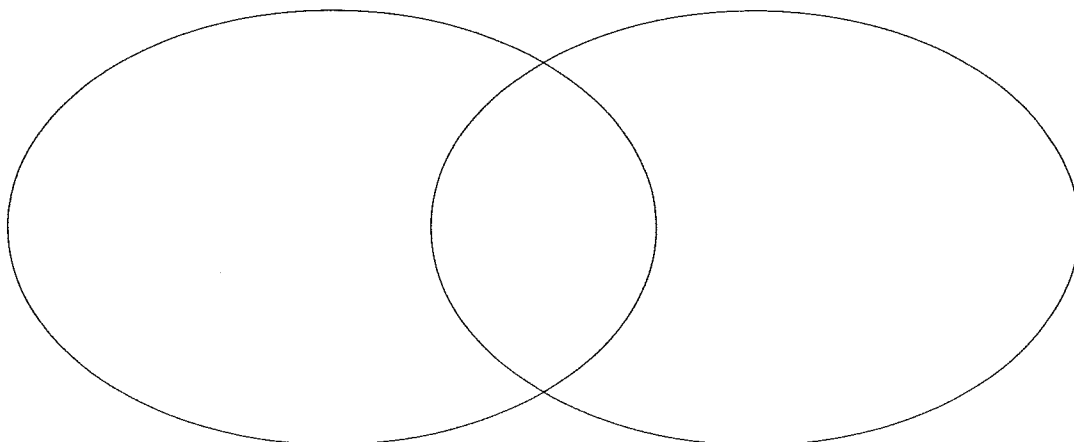
What story is told about the Dust Bowl?

Account	What story does this account tell?	What specifics are included?
Your Textbook		
Source #___		
Source #___		
Source #___		

1. How is the textbook’s story similar to and different from one of the other sources you read?

Textbook’s Story

Other Source’s Story



2. In a paragraph, evaluate the following statement using evidence from what you have read today: “There are multiple stories and perspectives in history.”

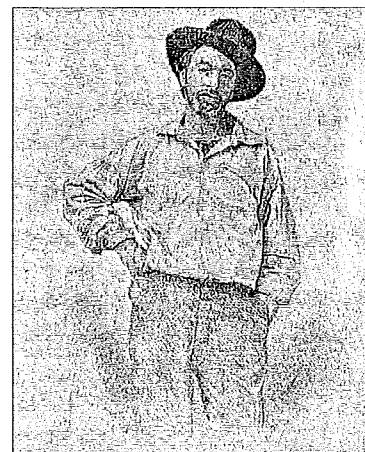
TEACHER'S GUIDE
PRIMARY SOURCE SET

LIBRARY OF CONGRESS
TEACHING
with PRIMARY
SOURCES

FOUND POETRY

"Out of the quarrel with others we make rhetoric;
out of the quarrel with ourselves we make poetry."

--W.B. Yeats



Walt Whitman
<http://www.loc.gov/pictures/item/2004678989/>

HISTORICAL BACKGROUND

Why Use Primary Sources?

The historical record is made up of factual evidence, but history becomes meaningful for students only when they personally engage in determining what that evidence reveals. Primary sources can help students perform the critical thinking necessary for them to develop a personal understanding of the past.

Primary sources are the raw materials of history—the documents and objects left behind by the eyewitnesses and participants in past events. Because they are incomplete and often come without solid information about their historical context, they require that the student move from making concrete observations to making inferences about the materials. Primary sources encourage students to ask questions about point of view: What is the intent of the speaker, of the photographer, of the musician? How does that color one's interpretation or understanding of the evidence?

It can be difficult for students to understand that we all participate in making history every day, that each of us in the course of our lives leaves behind primary source documentation that scholars years hence may

examine as a record of the past. The immediacy of first-person accounts of events is compelling to most students and can provide a link between the lives of people who lived long ago and students' own lives. Primary sources thus help students relate in a personal way to events of the past and come away with a deeper understanding of history as a series of human events.

"Retelling" History

After you have engaged your students in analyzing and interpreting historical primary source content, in synthesizing the information, and in making personal connections with history, ask them to articulate their understanding. Retelling history from one's own perspective can help them make the learning their own. While there are many ways that students can "retell" history, one very effective strategy is the writing of "found" poetry. Using rich primary source texts, students select words that allow them to retell the historical content in poetic form. Evocative images of an era, theme, or topic contribute to historical understanding and can spark writing ideas. Careful observation and analysis of an image will provide historic details and