



TEACHING
with PRIMARY
SOURCES



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*Using Primary
Sources to Develop
Research Questions*



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Learning Expectations

Today we will

- Analyze a primary source
- Discuss using primary sources to guide development of research questions





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<http://hdl.loc.gov/loc.pnp/cph.3b00621>

Related

- [Browse neighboring items by call number.](#)
 Collection: [National Child Labor Committee Collection](#)

Spinner in Vivian Cotton Mills, Cherryville, N.C. Been at it 2 years. Where will her good looks be in ten years?. Location: Cherryville, North Carolina.

[About This Item](#) [Obtaining Copies](#) [Access to Original](#)

Title: Spinner in Vivian Cotton Mills, Cherryville, N.C. Been at it 2 years. Where will her good looks be in ten years?. Location: Cherryville, North Carolina.

Creator(s): [Hine, Lewis Wickes, 1874-1940](#), photographer

Date Created/Published: 1908 November.

Medium: 1 photographic print.

Reproduction Number: LC-DIG-nclc-01366 (color digital file from b&w original print) LC-USZ62-52642 (b&w film copy negative)

Rights Advisory: No known restrictions on publication.

Call Number: LOT 7479, v. 1, no. 0271 [P&P]

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

Notes:

- Title from NCLC caption card.
- Attribution to Hine based on provenance.
- In album: Mills.
- Hine no. 0271.
- General information about the Lewis Hine child labor photos is available at <http://hdl.loc.gov/loc.pnp/pp.nclc>

Subjects:

- [Girls.](#)
- [Textile mill workers.](#)
- [Textile machinery.](#)
- [Mills.](#)
- [Thread.](#)
- [United States--North Carolina--Cherryville.](#)

Format:

- [Photographic prints.](#)

Collections:

- [National Child Labor Committee Collection](#)

Part of: Photographs from the records of the National Child Labor Committee (U.S.)

Bookmark This Record:

<http://www.loc.gov/pictures/item/ncl2004000858/PP/>

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Think about your teaching

When would you introduce the
bibliographic information?

What factors would you consider to decide
when to use it?



Why students should write their own research questions

Students:

- think flexibly about a topic, modifying ideas and focus as they gather more information.
- delve more deeply into a topic, by exploring possibilities in the formation of questions.
- see patterns in the various aspects of a topic that generate questions.



General Topic

World War II leaders



PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

Dotted lines for writing in the OBSERVE column.

REFLECT

Dotted lines for writing in the REFLECT column.

QUESTION

Dotted lines for writing in the QUESTION column.

FURTHER INVESTIGATION

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

A light blue solid rectangular box for further investigation notes.



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



OBSERVE	REFLECT	QUESTION
two men are sitting up straight, one is slumped	These seem to be three important men - uniforms, suits	Why are they sitting?
two men are wearing military uniforms, one is wearing a suit, one man with glasses		Why are two wearing uniforms?
two men have crossed ankles, one crossed legs	I think one is President Roosevelt.	Where are they?
one man is wearing a hat, one is holding a hat	One might be Winston Churchill	When was this taken?
one man is bald he is a little fat	I don't know about the third	Why is one wearing a hat?
sitting in chairs in front of a building		Who are they?
building has windows and doors		Are these important men?
there are wires across the back wall		Why are they having their picture taken together?

FURTHER INVESTIGATION



Form questions for further investigation

What?

Why?

When?

Where?

Who?

How?

Could?

Should?

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

two men are sitting up straight, one is slumped

two men are wearing military uniforms, one is

wearing a suit, one man with glasses

two men have crossed ankles, one crossed legs

one man is wearing a hat, one is holding a hat

one man is bald he is a little fat

sitting in chairs in front of a building

building has windows and doors

there are wires across the back wall

FURTHER INVESTIGATION

REFLECT

These seem to be three important men - uniforms, suits

I think one is President Roosevelt.

One might be Winston Churchill

I don't know about the third

QUESTION

Why are they sitting?

Why are two wearing uniforms?

Where are they?

When was this taken?

Why is one wearing a hat?

Who are they?

Are these important men?

Why are they having their picture taken together?



Form questions for further investigation

What is the significance of both Stalin and Churchill wearing military uniforms while President Roosevelt is in a suit?

Why did the three leaders meet?

When in the progress of the war did this meeting take place?

Where are the men meeting?

Who is each man in his country's power structure?

How were the meetings conducted?

Could other representatives have been sent to this meeting in place of these three men?

Should other nations have been included in this meeting?



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Related

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Collection: [Miscellaneous Items in High Demand](#)

Conference of President Franklin D. Roosevelt, Marshall Josef Stalin and Prime Minister Winston Churchill, November 28 to December 1, 1943, incl. Principals at the historic conference were in a smiling mood when this picture was taken at the Russian Embassy, Teheran, Iran

About This Item

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Title: Conference of President Franklin D. Roosevelt, Marshall Josef Stalin and Prime Minister Winston Churchill, November 28 to December 1, 1943, incl. Principals at the historic conference were in a smiling mood when this picture was taken at the Russian Embassy, Teheran, Iran

Date Created/Published: 1943.

Medium: 1 photographic print.

Reproduction Number: LC-USZ62-104520 (b&w film copy neg.)

Call Number: LOT 11597 <item> [P&P]

Notes:

- U.S. Army Signal Corps insignia in lower left corner.
- No. SC 183226.
- Office of War Information Collection.

Subjects:

- [Roosevelt, Franklin D.--\(Franklin Delano\)--1882-1945--Public appearances--Iran--Tehran.](#)
- [Stalin, Joseph--1879-1953--Public appearances--Iran--Tehran.](#)
- [Churchill, Winston--1874-1965--Public appearances--Iran--Tehran.](#)
- [Teheran Conference--\(1943\)--People.](#)
- [World War, 1939-1945--Military tactics.](#)

Format:

- [Group portraits--1940-1950.](#)
- [Photographic prints--1940-1950.](#)
- [Portrait photographs--1940-1950.](#)

Collections:

- [Miscellaneous Items in High Demand](#)

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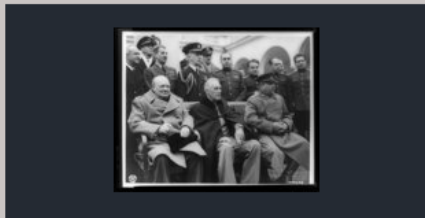
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b&w film copy neg.
<http://hdl.loc.gov/loc.pnp/cph.3a10098>

Related

- [Browse neighboring items by call number.](#)
 Collection: [Miscellaneous Items in High Demand](#)

Crimean Conference--Prime Minister Winston Churchill, President Franklin D. Roosevelt, and Marshal Joseph Stalin at the palace in Yalta, where the Big Three met

[About This Item](#) [Obtaining Copies](#) [Access to Original](#)

Title: Crimean Conference--Prime Minister Winston Churchill, President Franklin D. Roosevelt, and Marshal Joseph Stalin at the palace in Yalta, where the Big Three met / U.S. Signal Corps photo.

Date Created/Published: 1945 February.

Medium: 1 photographic print.

Reproduction Number: LC-USZ62-7449 (b&w film copy neg.)

Rights Advisory: No known restrictions on publication.

Call Number: PRES FILE - Roosevelt, Franklin D.--International Conferences--Crimean (Yalta) <item> [P&P]

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Notes:

- No. 199945-9.
- From the collections of Encyclopedia Britannica.

Subjects:

- [Roosevelt, Franklin D.--\(Franklin Delano\)--1882-1945.](#)
- [Stalin, Joseph--1879-1953.](#)
- [Churchill, Winston--1874-1965.](#)
- [Yalta Conference--\(1945\)--People.](#)
- [World War, 1939-1945--Peace.](#)

Format:

- [Group portraits--1940-1950.](#)
- [Photographic prints--1940-1950.](#)
- [Portrait photographs--1940-1950.](#)

Collections:

- [Miscellaneous Items in High Demand](#)

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<http://www.loc.gov/pictures/item/96522032/>

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Translation.

C. (clw)
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AIDS - MEMOIRE

As the result of an exchange of views in Moscow which took place on August 12th of this year, I ascertained that the Prime Minister of Great Britain, Mr. Churchill, considered the organisation of a second front in Europe in 1942 to be impossible.

As is well known, the organisation of a second front in Europe in 1942 was pre-decided during the sojourn of Molotov in London and it found expression in the agreed Anglo-Soviet communiqué published on June 12th last.

It is also known that the organisation of a second front in Europe had as its object the withdrawal of Germany forces from the Eastern front to the West, and the creation in the West of a serious base of resistance to the German-Fascist forces and the affording of relief by this means to the situation of the Soviet forces on the Soviet-German front in 1942.

It will be easily understood that the Soviet Command built their plan of summer and autumn operations calculating on the creation of a second front in Europe in 1942.

It is easy to grasp that the refusal of the Government of Great Britain to create a second front in 1942 in Europe inflicts a moral blow to the whole of Soviet public opinion, which calculates on the creation of a second front, and that it complicates the situation of the Red Army at the front and prejudices the plan of the Soviet Command.

I am not referring to the fact that the difficulties arising for the Red Army as the result of the refusal to create a second front in 1942 will undoubtedly have to deteriorate the military situation of England and all the remaining allies.

It appears to me and my colleagues that the most favourable conditions exist in 1942 for the creation of a second front in Europe, inasmuch as almost all the forces of the Germany army, and the best forces to boot have been withdrawn to the Eastern front,

/leaving

-2-

leaving in Europe an inconsiderable amount of forces and these of inferior quality. It is unknown whether the year of 1943 will offer conditions for the creation of a second front as favourable as 1942. We are of the opinion therefore that it is particularly in 1942 that the creation of a second front in Europe is possible and should be effected. I was however unfortunately unsuccessful in convincing Mr. Prime Minister of Great Britain hereof, while Mr. Harriman, the representative of the President of the U.S.A., fully supported Mr. Prime Minister in the negotiations held in Moscow.

August 13th, 1942.

(Signed) I. STALIN.

[http://memory.loc.gov/cgi-bin/query/h?amem/mcc:@field\(DOCID+@lit\(mcc/077\)\)](http://memory.loc.gov/cgi-bin/query/h?amem/mcc:@field(DOCID+@lit(mcc/077)))



Finding resources

- Primary source sets and lesson plans from <http://www.loc.gov/teachers/>
- Teaching with the Library of Congress Blog <http://blogs.loc.gov/teachers/>
 - Getting started:
<http://blogs.loc.gov/teachers/2011/10/the-library-of-congress-teachers-page-resources-for-getting-started-with-primary-sources/>
- Searching the online collections from <http://www.loc.gov/index.html>



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