



***Elevating Voices and
Building Community with
Primary Sources and
Shared History***

Primary Sources Toolkit

Purpose of the Toolkit

Demonstrate to educators that:

- **Primary sources can be used to teach any subject to any age.**
- **Primary sources are central to building critical thinking, inquiry, and information literacy skills.**
- **Primary sources highlight the importance and value of libraries and archives.**
- **Primary sources empower students as creators of knowledge and help them understand their roles as historical actors who are able to discern and question.**
- **Primary sources can be used to teach, preserve, and share community history, empowering students and educators to engage with history through collaborative learning and to find their own voices.**

*The primary sources and activities in this Toolkit focus on **Women in Sports History** because that was the subject of our Elevating Voices project. The resources herein can be used as is, or you can adapt the activities using different primary source materials focused on your desired topic or theme.*

This Toolkit is divided into three modules that can work individually or in a scaffolded manner. You should feel free to adapt any of the activities to your needs and available resources.

Note: Source information for the primary sources in this Toolkit is either located on the page following the image or at the end of the Toolkit. This allows the image to be used without revealing the citation information.

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Project Overview

Description

Elementary students from Academy of the Sacred Heart collaborated with college students from Xavier University of Louisiana to develop and test curriculum that encouraged learners to “think like a historian.”

By implementing and sharing different primary source analysis strategies, the project reached students with vastly different learning styles and backgrounds and helped them understand the value of engaging deeply with primary sources.

For this project, Library of Congress primary sources were paired with local primary sources from the Xavier University Archives to show how stories can be told differently, to demonstrate varying points of view, and to allow students and educators to contextualize sources and evaluate for bias, ultimately encouraging critical thought and collaborative learning.

Goals and Objectives

- Students will become vested in the inquiry method, using deep questioning to develop their own understandings.**
- Students will be encouraged to connect their learning to the world and to each other.**
- By implementing and sharing different primary source analysis strategies, the project will reach students with different learning styles and backgrounds.**
- Through the project, a Primary Sources Toolkit will be built to help educators of different grade levels and subjects introduce and use primary sources in their classrooms.**

Module A: Identifying Primary and Secondary Historical Sources

The Library of Congress defines **PRIMARY SOURCES** as “the raw materials of history—original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place.”

The *Dictionary for Library and Information Science* calls a **PRIMARY SOURCE** “a document or record containing firsthand information or original data on a topic.” *Some examples are below.*

The Library of Congress defines **SECONDARY SOURCES** as “accounts of the past that gather primary sources and provide an interpretation of historic figures and events.”

The *Dictionary for Library and Information Science* calls **SECONDARY SOURCES** “Any published or unpublished work that is one step removed from the original source, usually describing, summarizing, analyzing, evaluating, derived from, or based on primary source materials.” *Some examples are below.*

<https://guides.loc.gov/student-resources/types>

Primary Sources

- *Original manuscripts*
- *Periodical articles reporting original research or thought*
- *Diaries, memoirs, letters, & journals*
- *Photographs, drawings, & posters*
- *Film footage*
- *Sheet music & songs*
- *Speeches*
- *Interviews*
- *Government documents, public records, & census data*
- *Eyewitness accounts*
- *Newspaper clippings*
- *Memoirs*
- *Audio recordings*
- *Maps*
- *Oral histories*

Secondary Sources

- *Reviews*
- *Critical analyses*
- *Second-person accounts*
- *Historical studies*
- *Encyclopedias*
- *Biographies*
- *Documentaries*
- *Textbooks*

Activity: Defining and Identifying Primary Sources

To help students understand and define a primary source:

- Students look at examples of and interact with different formats of primary sources.
- Students create their own definition of a “primary source.” What does the term mean to them?
- Students identify primary sources in relation to secondary sources.
- Students engage in the Library of Congress’ Primary Secondary Source Sort (see below).
- After discussion of the different formats of primary sources, students write their name in the middle of a sheet of paper and then create “spokes” from their name listing primary sources about themselves.
 - Students have to not only identify things that they like but think of how those interests would be represented as a primary source.
 - For example, students should not merely write “soccer” on one of their spokes but could write “soccer medal” or “photograph of me playing soccer.”

Bonus! Set up a visit with a local Archive. Ask Archivists to identify primary sources for students to view and interact with. See Module C for more ideas!



Primary Secondary Source Sort

Goal	Participants will be able to justify their conclusions about whether a source is primary or secondary depending upon the time or topic under study.
Objectives	Participants will: • Identify factors that determine whether a source is primary or secondary • Apply a definition of a primary source to a selection of sources
Time	45 minutes
Materials	☐ Subject File: United States--War Department--Army Signal Corps--Correspondence, 1908 (purchase order; 1908) ☐ Drafts of Langston Hughes's poem "Ballad of Booker T.," 30 May-1 June 1941. (Hughes's first draft; May 13, 1941) ☐ Remember Brownsville. (cartoon; 1906) ☐ Georgia Caine and Anshutz sisters going to baseball game (photograph; July 14 1909) ☐ Carte figurative et approximative représentant pour l'année 1858 les émigrants du globe, les pays d'où ils partent et ceux où ils arrivent (map; 1862) ☐ Jane Addams: A Resource Guide (Web page, 2019) ☐ Dewey in the Civil War (page from textbook; between 1910 and 1920) ☐ The wedding of Pocahontas with John Rolfe / Geo Spohni. (lithograph; c1867) ☐ Columbus taking possession of the new country (chromolithograph; 1893) ☐ The Washington Times. (Washington [D.C.]) 1902-1939, April 18, 1906, Last Edition, Image 1 (newspaper; April 18, 1906)
Preparation	Print and compile one set of the above items for each group of three to five participants.
Procedure	1. Explain to participants that they will be examining printed versions of digitized items from the Library of Congress Web site. Explain that for the purpose of this activity, it is appropriate to use digitized items as primary sources.

Available at <https://www.loc.gov/static/programs/teachers/professional-development/documents/PS-SS-sort->

Activity.pdf

Box 323



Primary Source Analysis Tool available at <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

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Module B: Thinking Like a Historian

Activity: Thinking with History

Primary sources can be in many formats including **videos! As an introduction to the topic of women in sports, students participated in a calisthenics “exercise” using this primary source video from 1904, available digitally from the Library of Congress.**

You can find instructional videos such as this one and encourage your students to follow along. They are a great way to get students directly engaged with historical sources.



Lathrop School, calisthenics

A group of preadolescent boys and girls is standing in a row facing the camera position. In back of them is a wall on which is written "Kansas City, Mo." As the film progresses, the students go through a series of calisthenics, performing them in...

 The Library of Congress

Lathrop School, Calisthenics, 1904, Library of Congress, available at <https://www.loc.gov/item/00564562/>

Activity: Gallery Walk

Directions:

- **Choose multiple primary sources in different formats (including photos, audio/video clips, newspapers, and sheet music) that can be spread out on a table or similar workspace.**
- **Spread these out randomly around the space.**
- **Instruct participants to choose a primary source to which they are drawn.**
- **Have them discuss with partners or small groups what drew them to the primary source, what they see/think/wonder about the primary source, and a fitting title of their choosing for the primary source.**
- **After discussing the primary sources, students can try to put the primary sources in order of when they occurred/were produced, creating a timeline.**
- **After participants have discussed and analyzed, share the original title. How did their title compare to the title that was provided?**

For the Elevating Voices project, we chose primary sources centered around women in sports. Links for these sources are at the end of the Toolkit, or you can pick your own primary sources.



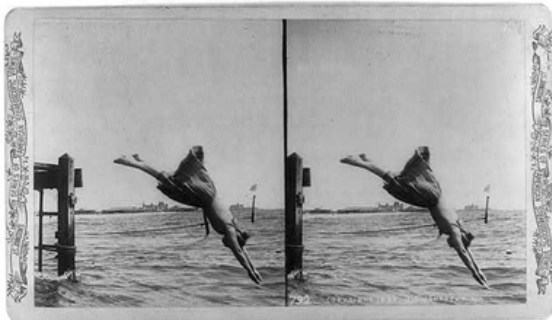
**Woman playing
football, Harvard
University, 1905,
Library of Congress**



Glimpses of Greater Chautauqua, the remarkable summer school on Chautauqua Lake, New York - girls' rowing club [4 girls rowing], 1896, Library of Congress



**Field day--WPA
recreation
project, Dist. No.
2/Beard, 1939,
Library of
Congress**



**Woman Diving from Pier, 1892,
Library of Congress**



Annette Kellermann No. 36
Developing broad shoulders,
1913, Library of Congress



Sargent girls playing soccer football. "This is the first girls school to take up such a strenuous sport," 10

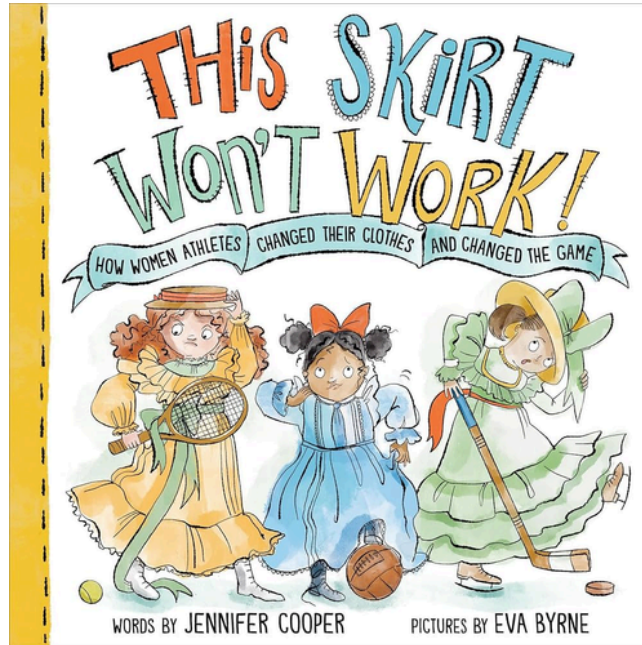
1900-1920, Library of Congress

Activity: Book Pairing

This Skirt Won't Work: How Women Athletes Changed Their Clothes and Changed the Game

By: Jennifer Cooper

Illustrated by: Eva Byrne



Pairing nonfiction and biography picture books with primary sources helps to bring the time period and historic figures to life for students.

Using *This Skirt Won't Work*, students explored how clothing affects the ability to participate in sports. For example, with this pairing, students reflected on how they would feel if they had to play sports in long dresses or swim in socks!? They discussed and questioned why women had to wear clothes that were not made to help them excel in sports. The elementary students shared the book with college students as well as primary sources related to each of the women in the book.

Picture books are great for any age level. Either use this pairing or select a book of your choice and:

- Gather related primary sources using the Library of Congress or other archive.
- Read the book with your students.
- Analyze the primary sources using any of the activities in this Toolkit.
- Discuss the themes related to the pairing and how the primary sources helped contextualize the historical period or figure.

PUCK



CONCERNING THE AMERICAN GIRL.

POPE.—Do you really think any clerical body, that the old ideals were better than those?

Activity: The Jigsaw Method

- Educators can use the Jigsaw Method to build analysis and inquiry skills and to “gamify” primary sources.
- For the Jigsaw Method, take a copy of a primary source, divide it, and cut it into multiple pieces (as many as needed to break students into groups of 2-4).
- Break students into small groups.
- Give each group one “piece” of the primary source.
- Ask students to analyze their section. What are their observations, reflections, questions? They can use a primary source analysis sheet.
- Each group should come up with a title for their piece of the puzzle.
- Have groups partner with each other to share their piece and analysis. Ask students to think about whether seeing an additional piece of the “puzzle” changes their initial analysis.
- Bring all groups together to share their pieces and ask them to try to put the primary source “puzzle” together.
- With all pieces of the puzzle, instruct students to again go through a primary source analysis—what are your observations, reflections, and questions?

TIP!!!

The Jigsaw Method works really well with maps, and the Library of Congress has a collection of primary source maps including the Waldseemüller Map.



Module C: Collaborative History

Activity: Pairing Students across Ages

Any of the previous activities can be done in a collaboration between students of different ages and backgrounds. For our Elevating Voices project, elementary students from Academy of the Sacred Heart collaborated with college students from Xavier University of Louisiana on three different occasions.

On the first visit, students visited the

Xavier University Archives

The Archivists

- discussed primary sources
- shared primary sources from the collection
- discussed the importance of archives in the preservation of history and stories
- led students in a sorting activity through which they had to determine how they would group items—for example, based on the color of the sheet of paper, the type of material, or the subject of the material

After the visit, students reflected on how they could use Archives in their own research.



*Thomas Mundy Peterson Medal
Given to Thomas Mundy Peterson
who is known to be the first African
American to vote in an election after
the enactment of the 15th Amendment,
1884, Xavier University of Louisiana,
digital image available at
<https://xula.contentdm.oclc.org/digital/collection/PetersonMedal/id/1/rec/2>*



TIP!!!

If you are not able to visit an archive in person, see if you can Zoom with an archive or with the curator of a Special Collection. Many archives also have digital resources that you can use with students.



Sharing History: Xavier University's Archives & Special Collections Chronicle a Legacy of Excellence



Activity: Know-Appreciate-Change

On the **second visit** of the Elevating Voices collaboration, the elementary students and college students broke into small groups and engaged in some of the Thinking Like a Historian activities found in the Toolkit. The elementary students led the college students in these activities.

On the **third visit** of the Elevating Voices collaboration, the students broke into their same groups. The college students led the elementary students in some of the Thinking Like a Historian activities and delved deeper into primary sources using resources they had found for their 3010 course: **Women in International Contexts**. As part of their larger research project for the course, the Xavier students selected a primary source focused on women in sports. They also used these for the collaborative history partnership activities.



KNOW-APPRECIATE-CHANGE

- Lead students through a primary source analysis using “see, think, wonder” or “observe, reflect, question.”
- Share the source information and what is known about the image—when it was made, what it is (newspaper clipping, cartoon, etc.), who/what it depicts, and any prior knowledge that exists outside the “frame” of the primary source.
- With this additional information, ask questions. For the Elevating Voices project, students considered:
 - What do you appreciate about the women depicted in the image?
 - What might you wish to change about the situation for the woman/women in the image?

Activity: Pairing/Imagination



Par-Links Golf Club players on putting green, circa 1960s, African American Museum & Library at Oakland Photograph Collection, MS 189, African American Museum & Library at Oakland, Oakland Public Library, available at <https://oaklandlibrary.org/content/sports/>

In the third collaborative session of our *Elevating Voices* project, after engaging in the Know-Appreciate-Change activity, students looked at all of the images that the Xavier students shared as part of their research. Students were instructed to look at the images and, using see-think-wonder, identify what tied all of the images together. Each group then shared with the full group. The intent was to really dig deep and identify themes of limitations placed on women by society, resisting those expectations, being pioneers, fighting for justice, being changemakers, etc.

Pairing/Imagination

- From a group of images (loosely) themed around a particular topic, ask the students to select two (or three) images that they think have the **MOST** in common.
- Ask them to develop a story about how they might be connected.
- Have students write their story.
- Imagination is encouraged! The stories can be creative and do not need to be grounded in historical context.
- Have students share their stories with each other and/or with the group as a whole.

TIP! Primary sources can be excellent prompts for creative writing exercises. As students are creating their own story about a primary source, they are going through a primary source analysis. To get creative, students can think about: what is happening in the primary source? what happened 10 minutes before the primary source was created/10 minutes after? why was the primary source created? who was the audience? For photos of people, students can write in the first person: what is the person thinking? who are they? what inspires them?

Additional Resources

Chronicling America

The Library of Congress' Chronicling America collection contains digitized, historic newspapers through 1963. The newspapers are complete including classifieds and advertisements. They can be found at:

<https://www.loc.gov/collections/chronicling-america>

PRIMARY SOURCE ANALYSIS

For our *Elevating Voices* project, students looked at newspaper articles and advertisements such as the one on the prior page and completed primary source analysis activities to answer:

- What do you see/think/wonder?
- What do you think of the outfits? How has women's sportswear changed and why?
- Who were the people who demanded change?

DISCUSSION QUESTIONS

Use quotes from the text of newspaper articles to form discussion questions or paper topics.

For example, from the newspaper on the prior page, students can discuss or write about:

- "Women are very apt to slip back into less active amusements, such as luncheons and matinees, on cold, disagreeable days, entirely forgetting that spring is coming again and their muscles won't just stand and wait or allow themselves to be put away and taken out as good as ever."
- "Physical welfare affects mental processes and consequently is most important in the moral scheme."
- "Fortunately athletics is a subject no longer limited to the male sex. In the old times it was considered as part of the scheme of development for boys, but girls required only domestic and artistic training to become model women. To play ball or hockey was quite beyond the pale in the days of our grandmothers, but now girls are showing that they are made of the same sort of 'stuff' as boys, equally able to do stunts and run races, handle dumb bells or climb mountains. Mothers are realizing that basketball and tennis are more suited to strengthen their daughters than knitting and croquet and not at all detrimental to codes of etiquette."
- "To join the 'intellectuals,' one must not ignore the flesh and blood side of life. Quite to the contrary, a well-trained, strong body is the best sort of tool for a mentally ambitious woman."



TIP! Use a local archive to compare newspaper coverage of the same event, story, or person. Identify similarities and differences between local and national coverage.



TPS TEACHERS NETWORK

The **TPS Teachers' Network** is a professional learning community for educators, librarians, and historians. The Network contributes to the Library of Congress' vision of connecting to all Americans by providing an online platform for educators as they learn strategies for teaching with Library of Congress digitized resources.

The Network extends the Library's reach to educators in all 50 states, the District of Columbia, and US territories. Network members include PreK-12 teachers, curriculum specialists, administrators, librarians, archivists, museum educators, university faculty, undergraduate and graduate students, and staff from non-profit and community organizations.

Through discussions and albums, users can discover and share primary sources about particular topics.

Register for FREE at:

<https://tpsteachersnetwork.org/>

Need Help? Ask a Mentor!



Mentors can help with projects, ideas, lessons, and any questions about the TPS Teachers Network.



Build Your Own Partnerships

Partnership Ideas...

Pair with:

- University archives
- A local history museum
- A local library

How to Form Partnerships:

- Identify your goals
- Brainstorm some local organizations, schools, libraries, or community groups
- Consider who you know that you could contact
- If you don't have an existing connection or contact, research the Board of Directors, the staff, other partners, and...
- REACH OUT! via email or a phone call



Teamwork builds ships/W. D. Stevens, 1917
available at <https://www.loc.gov/item/2002722566/>

Sources

Gallery Walk (clockwise)

Woman Playing Football, <https://www.loc.gov/item/2018756557/>

Glimpses of Greater Chautauqua, <https://www.loc.gov/resource/cph.3b47541/>

Field Day, <https://www.loc.gov/item/98508979/>

Woman Diving, <https://www.loc.gov/item/2007683323/>

Annette Kellermann No. 36, <https://www.loc.gov/item/2025163028/>

Sargent Girls Playing Soccer Football, <https://www.loc.gov/resource/ppmsca.98735/>

Book Pairing:(clockwise)

Katherine “Kitty” Knox, <https://cambridgeblackhistoryproject.org/project/kittie-knox/>;

Lenglen, <https://www.loc.gov/item/2008680427/>;

“Every Woman Should Swim,” [https://www.loc.gov/resource/sn84020645/1919-05-18/ed-1/?sp=34](https://www.loc.gov/resource/sn84020645/1919-05-18/ed-1/?sp=34;);

Annette Kellermann at the 5th Ave., <https://www.loc.gov/item/2008680427/>

Know-Appreciate-Change

Springfield College Cheerleaders, 1970, Springfield College Archives and Special Collections,

<https://cdm16122.contentdm.oclc.org/digital/collection/p15370coll2/id/6711/>

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