List of Primary Source Tools

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**Specific Teacher Instructions for Comparing Points of View:
Teacher: Choose two main perspectives based on the topic you are studying. These could be two sides in a conflict (pro-slavery vs. anti-slavery), two geographic locations (North and South economic differences), two time periods, two cultures, etc. Tell students what two perspectives to write as column headers, and provide a mix of primary sources for them to analyze and classify.
Focusing on details is a key primary source skill for all grade levels.

For young learners, focusing on details is a great way to introduce the basics of primary source analysis. Through observation, students can draw conclusions about the subject, time, place, and purpose of a variety of primary sources. Primary sources can help students understand people, places, and events throughout history.

At higher levels, students should be challenged with documents that require a greater depth of analysis. Primary sources can help students think critically and analytically, interpret events, understand points of view, and question various perspectives of history.

Guide students to focus on details in any source by following three general steps:

1) **Make Observations**
Analysis begins with careful observation and attention to detail. Encourage students to observe, note, and record details in the source.

2) **Reflect & Analyze**
Primary source analysis should use information and topics discussed in students’ daily lessons. Instruct students to reflect upon what they have observed about the source as well as knowledge of the topic.

3) **Draw Conclusions**
Prompt students to draw conclusions about the context (time and place) of the primary source, determine the source’s message or purpose, and form a hypothesis about who the intended audience might have been. Students should support their conclusions with evidence from the primary source.

**Teaching Tip:**

*Highlight Key Features & Guide with Questions*
You may want to highlight key features in the document for guided discussion and analysis. Guiding questions might include a broad topic question, such as “What led the colonists to seek independence from Great Britain?” when analyzing documents from the American Revolution. This kind of leading question helps students approach the primary source with a sense of context and purpose.

**More Questions?**
Encourage students to ask questions that are not readily answered by the content of the primary source. The questioning process will lead to more observations and reflections as students deepen their historical investigation.
Student Handout

What Are Primary Sources?

Primary sources are images, documents, artifacts, or other sources of information created during a specific time period, usually by someone who has first-hand experience of a specific historical event.

Why Study Primary Sources?
Primary sources are a window to understanding the people, places, and events of the past. Primary sources hold important clues, but you need to look, think, and ask questions!

Investigate! Become a Detective
To learn from primary sources, you need to investigate like a detective. Follow these steps to help you find the clues and draw conclusions about the source:

1) Observe the Primary Source
What kind of source is it? What do you notice first? What other details do you see? What is your first reaction? Look closely. Even the smallest details can be big clues to understanding the past.

2) Reflect & Analyze
   - **The Source Itself**
     What type of material was used? If written, was it handwritten? Is the source well-preserved? What key details did the creator include? Are there any special features you should note?
   - **The Historical Context**
     When was it made? Who made it? What does the source tell you about the culture? Is a historical event being shown or described?
   - **The Author/Creator**
     Who created it? What was the creator’s race, sex, age, class, occupation, religion, and political beliefs? Does any of this matter? Why or why not?
   - **The Purpose**
     Why was this source made? What was the creator’s purpose for creating this primary source? Is the author expressing an opinion, stating facts, recording information, or telling a story? Was the artifact useful to people? What was its use?
   - **The Audience**
     Who was meant to see or read this source? Who might have used it, read it, or valued it? How might people have reacted in the past?

3) Draw Conclusions
What can I learn from this source? What does it tell me about people, places, and events in the past? What is the purpose or message of this source? What do I still wonder about?
Let’s Observe!
Photographs, Prints, or other Visual Primary Sources

Study the image for 2–3 minutes. Take note of key details, including the people, objects, environment, and any activity (event or action) that is occurring.

Describe what you observe in each category. Then look for details that tell you more about the source and write them down.

When was the primary source created? __________________________________________________
____________________________________________________________________________________

Why was the primary source created?  ___________________________________________________
____________________________________________________________________________________

What does this primary source tell me about people, places, and events in the past?   ___________
_____________________________________________________________________________________

Let’s Discuss! Discuss your observations about this primary source with your classmates.
Study the primary source for 2-3 minutes. What do you notice first? Look closely at the people, objects, and environment shown. If there are people in the picture, what are they doing?

1) **Observe:** Describe what you see.

- **People**
- **Objects/Environment**
- **Activities**

2) **Reflect & Analyze:** Use what you observed to answer the questions.

- What’s happening in this image? ____________________________

- When do you think this image was made? ____________________

- Does this image have a message or purpose? If so, describe it, and explain what details from the source support your conclusion. ____________________________

- Who might have been the intended audience of this image? ____________________

3) **Make Conclusions:**

- What can I learn from this primary source? What does it tell me about people, places, and events in the past?
Political cartoons combine people, symbols, and words to send a message or state an opinion about an issue or event. Study the political cartoon for 2-3 minutes, and describe any significant people, objects, and words shown. Interpret and analyze the symbols and words to determine the cartoon’s message.

1) Observe: Describe what you see.

<table>
<thead>
<tr>
<th>What objects or people are shown?</th>
<th>What words (title, caption, dialogue) are included?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which people or objects might be symbols? What do they represent?</th>
<th>What words are the most significant? Why do you think so?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Interpret: Use what you observed to answer the questions.

Is this cartoon related to a specific historical event? Explain.

What do you think is happening in this cartoon?

Can you determine when and where this cartoon was made?

3) Analyze: Analyze the cartoon to determine the overall message.

What is the message of this cartoon?

How did the symbols and words in the cartoon make this message clear?
Posters and advertisements are made to convey a message or encourage people to do something, buy something, or behave in a certain way. Look at the poster or advertisement and complete the graphic organizer below.

1) **Observe**: Describe the symbols, images, and words that are shown.

<table>
<thead>
<tr>
<th>Symbols or images:</th>
<th>Time and Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your observation, can you determine the time and place?</td>
<td></td>
</tr>
<tr>
<td>Time: ____________________</td>
<td></td>
</tr>
<tr>
<td>Place: ____________________</td>
<td></td>
</tr>
<tr>
<td>____________________</td>
<td></td>
</tr>
</tbody>
</table>

2) **Interpret**: What is the message? Who do you think is the intended audience? What does it encourage people to do or think?

<table>
<thead>
<tr>
<th>What is the message?</th>
<th>Cite evidence to support your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do you think is the intended audience?</td>
<td>Cite evidence to support your answer.</td>
</tr>
<tr>
<td>What does it encourage people to do or think?</td>
<td></td>
</tr>
</tbody>
</table>

3) **Assess**: Is it effective (clear, direct, and persuasive)?
Carefully examine the map to identify key details. Complete as many of the answers as you can.

1) Map Information

What Type of Map?  Put a check mark beside categories that describe the map.

- [ ] Aerial photograph
- [ ] Topographic map
- [ ] Political map
- [ ] Natural resource map
- [ ] Physical map
- [ ] Pictograph
- [ ] Contour-line map
- [ ] Climate Map
- [ ] Satellite photograph
- [ ] Military Map
- [ ] Weather map
- [ ] Bird’s eye view
- [ ] Other _______________________________

Unique Physical Characteristics of the Map

- [ ] Includes a compass
- [ ] Handwritten
- [ ] Date
- [ ] Notations
- [ ] Scale
- [ ] Name of the mapmaker
- [ ] Title
- [ ] Legend (Key)
- [ ] Other _______________________________

2) Analyze the Map

List the three things on this map you think are the most important.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Do you know who created this map?  How do you know?

When do you think this map was created?

What evidence on the map suggests this time period?

Why do you think this map was created?

What evidence on the map suggests the reason it was created?
1) Document Information

What type of document is this?

- Newspaper
- Magazine
- Poster
- Letter
- Patent
- Diary (journal) entry
- Map
- Telegram
- Report
- Advertisement
- Congressional record
- Census report
- Official treaty or declaration

What are its unique characteristics?

- Scientific document
- Handwritten
- Typed
- Seals
- Notations
- “Received” stamp
- Illustrations
- Diagrams
- Postage
- Damaged/torn
- Faded/worn/stained
- Incomplete
- Other______________________________

2) In Context

Who created it? 

When was it created? 

Where was it created? 

What do you know about the people involved in creating this document?

What do you know about events occurring when the document was created?

3) Analyze

Identify three things the author said that you think are important.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

Who was this document intended for? (Who was supposed to read it?)

What do you think was the author’s purpose for writing it? Why?

Does the author express an opinion or point of view? If so, how?
Explore the Source

To better understand a primary source, you need to do a little exploring. Use the questions on this worksheet as an in-depth guide to understanding the source.

**Facts**
Is any **factual information** presented? If so, what are the facts?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do these facts tell you about the **context** (time, place, culture, etc.) of this source?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Opinions**
Is any **opinion** presented by this source? If so, what is the opinion?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Does this source **inspire you** to have an **opinion**? If so, why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Between the Lines...**

*What is not said in this source, but might be implied or suggested?*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*What is surprising or interesting about this source?*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*What do you not understand in this source?*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Determining the Author's Point of View**

It is important to understand what people thought or felt in the past to make sense of many historical events. *Historical perspective* is how historians and archaeologists describe historical events and issues from the perspective of people living at that time to avoid evaluating the past in terms of today’s norms and values.

When reading a diary, letter, or other written primary source document, you can often tell the author’s perspective, opinion, or point of view. Primary sources can help us understand why people did, thought, and said the things they did.

<table>
<thead>
<tr>
<th><strong>Author Info</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the author? What do you already know about the author?</td>
</tr>
</tbody>
</table>

What can you tell about the author from the primary source?  
(age, sex, race, religion, class, geographic origin, occupation, political beliefs, etc.)

<table>
<thead>
<tr>
<th><strong>Time and Place</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where was this source created?</td>
</tr>
</tbody>
</table>

When was this source created?  

What do you already know about this time period?  

Is this source about, or related to, a historical issue or event? If so, describe it.

<table>
<thead>
<tr>
<th><strong>Point of View</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the author’s perspective, opinion, or point of view on the issue or event?</td>
</tr>
</tbody>
</table>

What words, metaphors, symbols, or images did the author use to express his or her point of view?  

How does this author’s point of view help you understand the past?
### Comparing Primary Sources

Observe and describe the details of each source.

<table>
<thead>
<tr>
<th>Are these sources related to the same topic, issue, event, or period in history? If so, explain the relationship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the sources represent <strong>similar</strong> or <strong>differing</strong> perspectives? If so, describe each perspective.</td>
</tr>
<tr>
<td>How might someone from that time period have reacted to these sources?</td>
</tr>
<tr>
<td>Which of these sources is more effective at conveying its message or point of view? Why?</td>
</tr>
</tbody>
</table>
Look at a group of related primary sources. Use what you know about historical events as well as observations you make from the primary sources to date each source as closely as you can to when it was created.

Support your date estimates with evidence found in the sources.

Put the sources in chronological order by creating a timeline. Examine them again once they are in order. Describe 3-5 changes that can be seen by the progression of the sources.
Comparing Points of View

Label the first and third column headings with two differing perspectives or points of view.

Observe and analyze multiple primary sources and determine what point of view or perspective is expressed in each. Cite evidence to support your conclusions.

<table>
<thead>
<tr>
<th>PERSPECTIVE 1</th>
<th>PERSPECTIVE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name or Description of Source:</td>
<td>Name or Description of Source:</td>
</tr>
<tr>
<td>Evidence/Reasoning to Support Classification:</td>
<td>Evidence/Reasoning to Support Classification:</td>
</tr>
<tr>
<td>Name or Description of Source:</td>
<td>Name or Description of Source:</td>
</tr>
<tr>
<td>Evidence/Reasoning to Support Classification:</td>
<td>Evidence/Reasoning to Support Classification:</td>
</tr>
</tbody>
</table>
# Gallery Walk

As you view each primary source, write your observations in the blocks provided.

<table>
<thead>
<tr>
<th>What is this source (painting, map, etc.)?</th>
<th>General observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message or purpose</td>
<td>Any emotions I feel?</td>
</tr>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What do I wonder about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>