

(NATIVE AMERICAN EDITION) 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

- ☐ **1. Purchase Order or Salary List:** Persons employed in the Indian Department January 14, 1847– Image 8 (Legislative Materials, 1847)
https://www.loc.gov/resource/llserialsetce.00499_00_00-025-0036-0000/?sp=8&r=0.032,0.028,0.992,0.564,0
- ☐ **2. Poem or Draft:** Henry Wadsworth Longfellow’s “The Song of Hiawatha” from the Longfellow Reader – Image 38 (book, 1913)
<https://www.loc.gov/resource/gdcmassbookdig.hiawathareaderbe00long/?sp=38&r=0.008,0.315,1.125,0.639,0>
- 3. Cartoon: CHOOSE 1 of these 2**
 - ☐ Our Indian Policy by J. Keppler (cartoon, 1881)
<https://www.loc.gov/item/2012647285/>
 - ☐ “Raree - show on the banks of the Mississippi, or The gentle European among the rude sons of nature” Cruikshank del. (etching, 1820)
<https://www.loc.gov/resource/pgs.05740/>
- 4. Photograph: CHOOSE 1 of these 2**
 - ☐ The Seminoles of Florida - Image 65 and 67 (book, 1896)
<https://guides.loc.gov/arizona-state-guide>
 - ☐ Canning music (photograph, 1915)
<https://www.loc.gov/item/2016866642/?lcr=blogtea>
- ☐ **5. Map:** Map of the several nations of Indians to the northwest of S. Carolina (deerskin map, 1724)
<https://www.loc.gov/item/2005625337/>
- ☐ **6. Web Page:** Arizona- State Resource Guide – The Library of Congress (webpage, 2020)
<https://guides.loc.gov/arizona-state-guide>
- ☐ **7. Textbook Page with Photograph Portrait:** Images 34 of School History of Florida (book, 1898)
<https://www.loc.gov/resource/gdcmassbookdig.schoolhistoryoff01gree/?sp=34&r=0.271,0.419,1.691,0.727,0>
- ☐ **8. Lithograph:** The wedding of Pocahontas with John Rolfe / Geo Spohni. (lithograph; c1867)
<https://www.loc.gov/item/2006677657>
- 9. Chromolithograph or Painting: CHOOSE 1 of these 2**
 - ☐ The first Thanksgiving 1621 by J.L.G. Ferris (oil painting, 1932)
<https://www.loc.gov/item/2001699850/>
 - ☐ Order of Red Men (chromolithograph, 1889)
<https://www.loc.gov/item/2006677692/>
- 10. Newspaper (Chronicling America): CHOOSE 1 of these 2**
 - ☐ General Washington meets Sconstaya - Newspaper articles and notices printed in 1787 during the Constitutional Convention in Philadelphia (newspaper, 1787).
<https://www.loc.gov/item/2002705837/>
 - ☐ The Pensacola Journal. (Pensacola, Fla.) 1898-1985, October 17, 1909, Section 2, Image 9 (newspaper, 1909) <https://chroniclingamerica.loc.gov/lccn/sn87062268/1909-10-17/ed-1/seq-9/>

Preparation Print and compile one set of the above items for each group of 3-5 participants.

OR

Create a **Padlet** for each group if you are engaged in distance-learning.

Procedure

1. Explain to participants: "You will be examining printed versions of digitized items from the Library of Congress Web site. For the purpose of this activity, it is appropriate to use **digitized** items as primary sources."

2. Distribute a set of the 10 items to each group. Ask participants to sort the materials into two piles – **primary sources** and **secondary sources**.
(If using **Padlet** have participants use the comment section to label each artifact a PRIMARY or SECONDARY source.) They should be able to justify to each other **why** an item should be in one pile or another.

Give groups 5 minutes to work without further instruction.

[Note: If questions arise, have participants jot them down to discuss later.]

3. Ask participants: "Are there any items about which you are uncertain?"
Suggest they create a third pile for "UNCERTAIN" items.
Point out the creation date in the footer of each item.
Give participants another 5 minutes to continue sorting and discussing.
4. When all groups have finished, ask each group to select one item from the "UNCERTAIN" pile and choose a spokesperson to explain why the item was difficult to classify. Discuss.
5. Ask participants:
"Would it be helpful to have an operational definition of **primary source**?"
Display or read the following definition of **primary source**.

***Primary sources** are 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.*

6. Give groups time to examine their piles again with the Library's definition in mind, and decide whether and how their thinking about **primary** and **secondary** sources had changed. Discuss.
7. Direct groups to find **The Wedding of Pocahontas with John Rolfe**.
Ask participants: "Imagine your students are studying colonial history around the time of Jamestown. Discuss in your group whether this item should be classified as primary or secondary." Have each group report its decision.
[Note: in this situation, the item is considered a secondary source because it was created long after the time under study.]
8. Tell participants: "Imagine your students are studying 19th century attitudes about the relationships between early colonists and Native Americans. Discuss whether this item should be classified as a primary or secondary source."
Have each group report its decision. *[Note: in this situation, the item is considered a primary source because it was created at the time under study.]*

9. Direct groups to find the **textbook page with the photograph portrait**.
Ask participants: "In what situation would this be considered a primary source?" [e.g. primary if studying textbooks of this time or what the person in the portrait looked like and wore]

Ask participants: "In what situation would this be considered a secondary source?" [e.g. secondary if studying the person in the picture, what he did, the history surrounding him].

10. Repeat step 9 with the **painting/chromolithograph**.
[e.g. primary if studying painting/style of the time or views of the subject at that time; secondary if studying the object of that painting].

11. Direct participants in small groups to list **factors** that determine if a source is primary or secondary.

12. Discuss the following:

*Why is it important for you - as the teacher - to know whether a particular source is **primary** or **secondary**?*

Why is important for the student to know?

Participant Discussion

Prompt participants to discuss in small or large groups:

- *When and why would you use primary sources with your students?*
- *When and why would you use secondary sources with them?*

Citations

Adapted from

Library of Congress. (n.d.). *Primary Secondary Source Sort*. Teaching with Primary Sources Professional Development.
<https://www.loc.gov/static/programs/teachers/professional-development/documents/PS-SS-sort-Activity.pdf>