Teaching with Primary Sources at DePaul University

Level III Program - Session 1

Level I Review

Twitter Activity

- Go to www.twitter.com

- Log in:
  - Username: **dputps**
  - Password: **depaultps**

- With your group, define "primary source" in 140 characters or less

Primary sources are **the raw materials of history** — original documents and objects which were created at the time under study.

Source: Library of Congress

Primary or Secondary?

- Source **Authority:** bibliographic information

- Source **Use:** the way the source is being studied

- **Title:** The first Thanksgiving 1621

- **Author/Creator:** Jean Leon Gerome Ferris

- **Date:** c.1932

- **URL:** http://www.loc.gov/pictures/item/2001699850/

Why Use Primary Sources?

- With your group, come up with:

  - One benefit of using primary sources for your **#students**

  - One benefit of using primary sources for you as a **#teacher**

- Using the above hashtags, tweet your answers at **@dputps**!

Strategies for Using Primary Sources

- Talk with your group about ways you have used primary sources in the classroom

- Using the chart on the next page, create a short suggestion to a colleague for how to begin using primary sources.

- Tweet your answer at **@dputps**!

LOC Strategies for Primary-Source Analysis

Grade	Primary Sources	Strategies
K	Minimal text	• Observe • Categorize
1-2	Limited text	• Distinguish fact from fiction • Compare basic similarities and differences
3-4	Significant text/ multiple viewpoints	• Analyze tone, purpose, argument • Discern P.O.V. and bias
5-8	Complex documents	• Compare/contrast multiple points of view • Synthesize learning, construct new knowledge
9-12	Multiple complex documents	• Call on prior knowledge to respond critically • Create original arguments using text evidence