



**Primary Sources in Research 6-12**

**Student reFraming Grant Project**

<b>Instructor's Name</b>	<b>Dr. Allison Upshaw</b>
<b>Email Address:</b>	aupshaw@stillman.edu

**COURSE PREREQUISITES.**

NONE

**COURSE DESCRIPTION**

THIS PROJECT IS OFFERED IN ASSISTANCE TO A GRANT FUNDED BY THE NATIONAL ARCHIVES TO STRENGTHEN PUBLIC INTERACTION WITH PUBLIC HISTORICAL RECORDS. MIDDLE AND HIGH SCHOOL STUDENTS WILL HAVE THE OPPORTUNITY TO RESEARCH PUBLIC ARCHIVES SUCH AS CENSUS RECORDS, MARRIAGE, BIRTH, DEATH RECORDS, ETC. IN SEARCH OF INFORMATION REGARDING AFRICAN AMERICAN FEMALE LANDOWNERS IN THE ALABAMA BLACK BELT.

**STUDENT LEARNING OUTCOMES**

**REQUIRED COURSE MATERIALS**

<b>WEEK</b>	<b>TOPIC</b>	<b>READING / ASSIGNMENT</b>
1	<b>Introduction</b>	<b>1.Introduction (10 minutes)</b> <ul style="list-style-type: none"> <li>• <b>Hook:</b> Start with a question: “Why do we trust some sources of information more than</li> </ul>

others?” Facilitate a brief discussion.

- **Objective Overview:** Explain the day’s objectives and why understanding primary sources is important in research.

2. **Explanation and Examples (15 minutes)**

- **Define Primary vs. Secondary Sources:**

Write definitions on the board. Primary sources are original, first-hand accounts or evidence about an event, object, person, or work of art.

Secondary sources are interpretations or analyses based on primary sources.

- **Examples:** Show examples of primary sources (e.g., diaries, letters, photographs, original documents) and secondary sources (e.g., textbooks, articles that analyze or interpret).

3. **Activity 1: Identifying Sources (15 minutes)**

- **Group Activity:** Divide students into small groups and provide each group

		<p>with a mix of primary and secondary sources.</p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Have each group identify and categorize the sources as primary or secondary.</li> <li>• <b>Discussion:</b> Go over the categorization with the class, discussing any discrepancies and reinforcing the definitions.</li> </ul>
2	<b>Critical Thinking</b>	<p><b>Analyzing Primary Sources</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce Analysis Framework:</b> Provide students with a handout of questions to consider when analyzing a primary source, such as: <ul style="list-style-type: none"> <li>• Who created this source, and what is their perspective?</li> <li>• When and where was it created?</li> <li>• Why was it created?</li> <li>• What is its significance?</li> </ul> </li> <li>• <b>Practice Analysis:</b> Give students a primary source to analyze in pairs using the framework provided.</li> <li>• <b>Share Findings:</b> Have pairs share their analysis with the class, fostering a discussion on different perspectives and insights.</li> </ul>
3	<b>Practice</b>	<p><b>Research and Integration</b></p> <ul style="list-style-type: none"> <li>• <b>Research Assignment:</b> Assign students to find a primary source.</li> <li>• <b>Integration Task:</b> Instruct students to write a brief paragraph on how they would</li> </ul>

		<p>integrate this primary source into a research project, including its relevance and potential biases.</p> <ul style="list-style-type: none"> <li>• <b>Share and Feedback:</b> Have a few students share their findings and paragraphs with the class for peer feedback.</li> </ul>
4	<b>Assessment/Review</b>	<p><b>Peer Review Session:</b> Plan a future session where students can present their research and receive feedback from their peers.</p>