



## 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.
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. They should be able to justify to each other why an item should be in one pile or another. Give groups five

minutes to work without further instruction. [Note: If questions arise, have participants jot them down to discuss later.]

3. Ask participants if there are items about which they are uncertain. Suggest they create a third pile for the uncertain items. Point out the creation date in the footer of each item. Give participants another five 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 if it would be helpful to have a definition for “primary source.” Display or read the following definition of a 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.*

Discuss. Emphasize to participants that a source might be primary or secondary, depending upon the time or topic under study.
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 has changed. Discuss.
7. Direct groups to find *The wedding of Pocahontas with John Rolfe*. Ask them to imagine their students are studying colonial history around the time of Jamestown. Ask them to discuss in their groups whether they would classify this item 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 to imagine their students are studying 19th century attitudes about the relationships between early colonists and Native Americans, and discuss whether they would classify *The wedding of Pocahontas with John Rolfe* as a primary source or a secondary source. Have each group report its findings.

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 *Dewey in the Civil War*. Ask, “In what situation would this be considered a primary source?” [e.g., primary if studying textbooks of the early 1900s] Ask, “In what situation would this be considered a secondary source?” [e.g., secondary if studying Admiral Dewey]

10. Repeat step 9 with *Columbus taking possession* [e.g., primary if studying 18th century painting or 18th century views about Columbus; secondary if studying Columbus]
11. Ask 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 it important for students 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?

Order No. **3619**  
Requisition No.

Show these numbers on bills and refer to them in correspondence.  
Forward bills to Disbursing Officer, Signal Corps, U. S. Army, Washington, D. C.,  
rendering them the same day shipment is made.

## WAR DEPARTMENT,

## OFFICE OF THE CHIEF SIGNAL OFFICER

Wright Brothers,  
Dayton, Ohio.  
Gentlemen:

WASHINGTON. February 10, 1908.

Under proposal No. 203, opened in this office on  
February 1, 1908, (41)

I am directed by the Chief Signal Officer of the Army to place order with you for the  
articles listed below, subject to the instructions on the back hereof.

Goods must be securely packed for shipment and delivered within 200 days from  
receipt of order, ~~Exhibit A~~ to Fort Myer, Va.  
being forwarded

If transportation charges are to be borne by the United States, Government bill of lading must  
be received by you before shipment is made. If you ship without Government bill of lading, you  
will be held for transportation charges. Advise if there is delay in furnishing bill of lading.

Inspection will be made at Fort Myer, Va.

Mark packages: Order 3619.

Address and ship: Signal Officer,  
Fort Myer,  
Virginia.

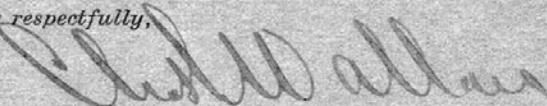
## ITEM:

One (1) heavier-than-air flying machine, in accordance  
with Signal Corps Specification No. 486, dated December 23,  
1907, at \$25,000.00-----\$25,000.00

## NOTE:

Bond is required in the sum of ten percent of the considera-  
tion, and upon receipt of same your certified check for \$2,500.00  
will be returned to you.

Very respectfully,



App. Board of Ordnance & Fort'ions  
Encl. 4  
Copies to AD-ED-B-TD-Con.  
T. R. No.

Captain, Signal Corps, U. S. A.,  
Disbursing Officer.

3-1250

BALLAD OF BOOKER T.

1st draft  
May 30, 1941

Old Booker T.

Was a practical man.

He said, Till the soil,

*and*  
Learn from the land.

Let down your buckets

Where you are:

In your own backyard

~~Count~~ There could

~~right~~ be a star.

Train your ~~heart~~, *head*,

~~heart~~, your head, *and your hand*.

To help yourself

And your fellowman

Thus Booker T.

Built a school,

With book-learning there

And the workman's tool.

He started out

In a simple way---

For ~~Yesterday~~

Was not today.)

Sometimes he had ~~com-~~

~~Compromise~~ in his talk---

For a man must crawl

Before he can walk,

And in Alabama in '85

A joker was lucky

be

To ~~stay~~ alive.

But ~~mid~~ Booker T.

Was nobody's fool:

You may carve a dream

From an humble tool---

And the tallest tower

Can tumble down

If ~~is~~ not rooted

In solid ground.

He said, Train your *head*,

Your head, *and your hand*

For ~~te~~ smart ~~need~~ alone  
~~surely~~  
Is not meet---  
If ~~an~~ ~~also~~  
~~when~~ /you haven't ~~got~~  
~~set~~  
/Something to eat.

*Train your ~~the~~  
heart*  
Your ~~head~~, and your hand--

For Booker T.

Was a practical man.

5467059]

**LIBRARY**

LIBRARY  
OF CONGRESS

Loc.gov/teachers

THIS RESOURCE 1941

# REMEMBER BROWNSVILLE!



# Introduction

Jane Addams (1860-1935) was a groundbreaking social reformer, peace activist, and co-winner of the 1931 Nobel Peace Prize. A graduate of Rockford Female Seminary in Illinois, Addams traveled to London in 1888 and drew inspiration from Toynbee Hall, a settlement house that provided services to the indigent. In 1889, Addams founded one of the first settlement houses in the United States, Hull House in Chicago, that provided educational workshops and social services to thousands of the city's poor, including immigrants.

Addams was a tireless advocate for the rights of women, people of color, and children. Addams was an officer in the National American Women's Suffrage Association, one of the founders of the National Association for the Advancement of Colored People, and a founding member of the National Child Labor Committee.

An ardent pacifist, Addams co-founded the Women's Peace Party in 1915 and served as the president of the Women's International League for Peace and Freedom. Addams was a vocal anti-war advocate during World War I and was eventually awarded the Nobel Peace Prize in 1931 for her years of activism.



Gerhard Sisters, photographer. *Jane Addams*. ca. 1914. Library of Congress Prints & Photographs Division.

GEORGIA CAINE & ANSHUTZ SISTERS GOING TO 8.35-14  
BASEBALL

1  
EN  
11/14/04



CARTE FIGURATIVE et APPROXIMATIVE représentant pour l'année 1858  
les ÉMIGRANTS du GLOBE

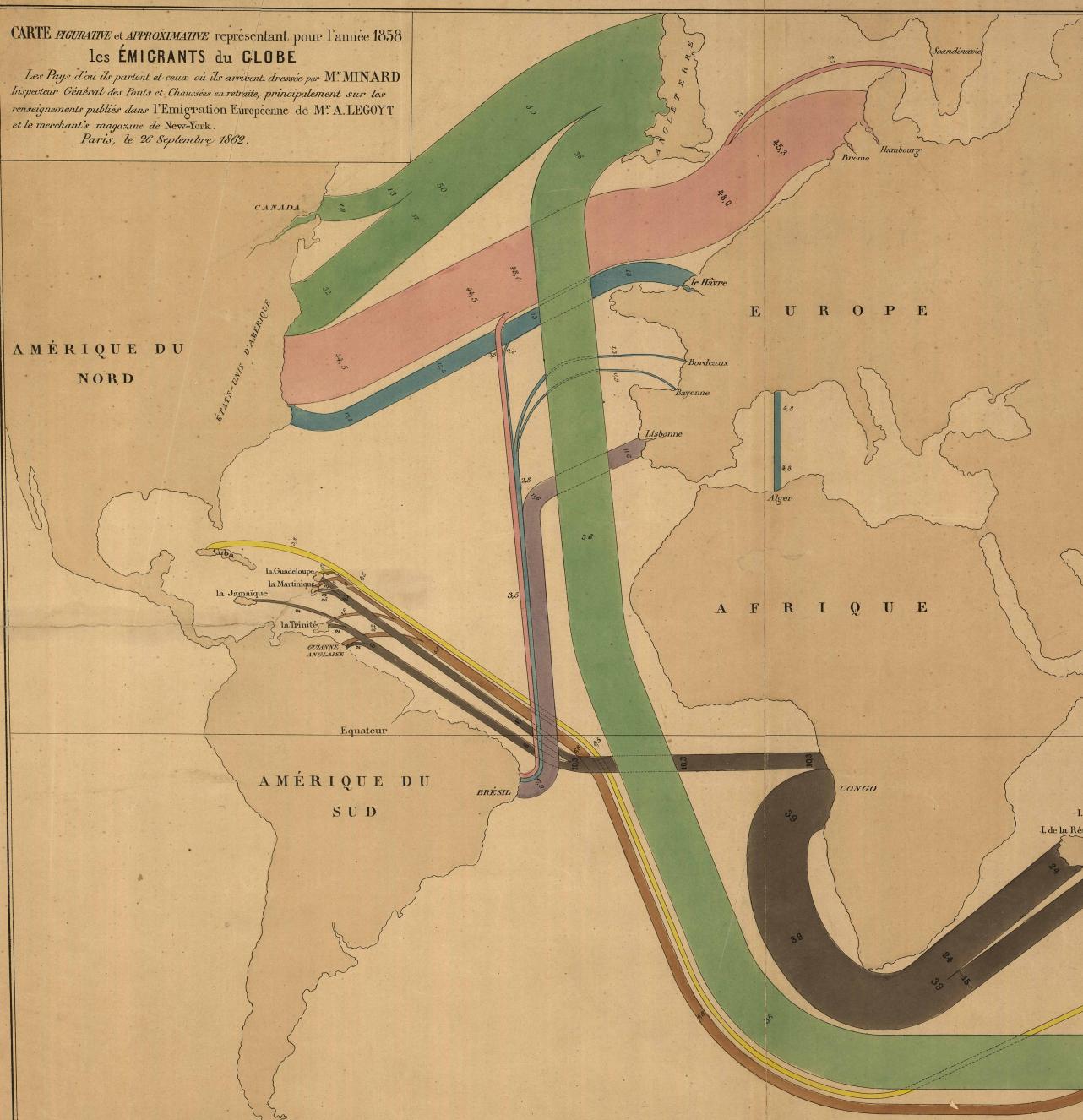
Les Pays d'où de partent et ceux où ils arrivent dressée par M<sup>me</sup> MINARD  
Inspecteur Général des Ponts et Chaussées en retraite, principalement sur les  
renseignements publiés dans l'Emigration Européenne de M<sup>me</sup> A. LEGOY  
et le merchant's magazine de New-York.

Paris, le 26 Septembre 1862.

AMÉRIQUE DU  
NORD

ÉTATS-UNIS D'AMÉRIQUE

AMÉRIQUE DU  
SUD



LÉGENDE.

Couleurs indiquant les Pays d'où sont partis les Emigrants.

d'Angleterre	
de Hamburg et Bremen	
de France	
de Portugal	
d'Afrique	
de Chine	
des Indes Orientales	

Les nombres des Emigrants sont représentés par les largeurs des zones colorées à  
raison d'un millionième pour quatre cent Emigrants, ils sont de plus exprimés par les  
nombres écrits en travers des zones et dont l'unité est mille Emigrants.

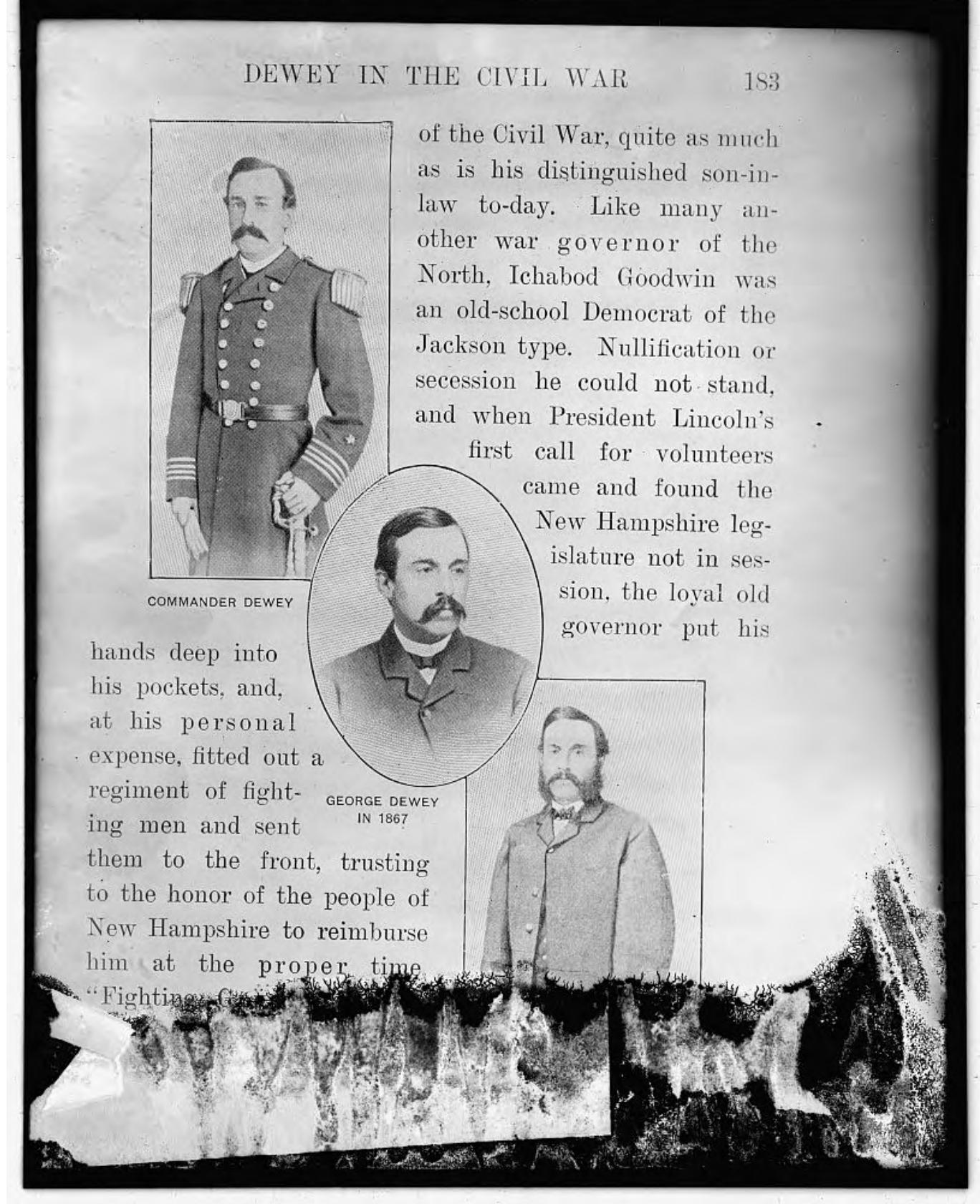


COMMANDER DEWEY

GEORGE DEWEY  
IN 1867

of the Civil War, quite as much as is his distinguished son-in-law to-day. Like many another war governor of the North, Ichabod Goodwin was an old-school Democrat of the Jackson type. Nullification or secession he could not stand, and when President Lincoln's first call for volunteers came and found the New Hampshire legislature not in session, the loyal old governor put his

hands deep into his pockets, and, at his personal expense, fitted out a regiment of fighting men and sent them to the front, trusting to the honor of the people of New Hampshire to reimburse him at the proper time. "Fighting George" Goodwin





Published by Joseph Roche, 109 Sansom St. Philadelphia.

Entered according to Act of Congress in the year 1843 by Joseph Roche in the Clerk's Office of the Court of the Eastern District of Pennsylvania.

1843

## THE WEDDING OF POCOHONTOAS.

*With John Rolfe*

Microfilm



#### COLUMBUS TAKING POSSESSION OF THE NEW COUNTRY.

The voyage had lasted 70 days (25 of which being lost by delay at the Canary Islands), from August 3 to October 12, 1492, when Columbus landed on the island called Guanahani by the natives, and named by him San Salvador. This island was rediscovered by the English, and by them called Watling Island. Columbus took possession of the land in the name of Our Lord Jesus Christ, for the Crown of Castile.

Published by THE PRANG EDUCATIONAL CO., Boston, U.S.A.

1892

87

Fair Tonight and  
Tomorrow.

# The Washington Times

LAST EDITION

NUMBER 4328.

WASHINGTON, WEDNESDAY EVENING, APRIL 18, 1906.

PRICE ONE CENT.

## THOUSANDS DEAD AT SAN FRANCISCO; MILLIONS GONE IN FIRES STILL RAGING

CITY WAS TOSSED  
LIKE A FEATHER  
AS SHOCK CAME

Great Buildings Rose  
into the Air, Then  
Collapsed.

EARTH SEEMED TO SINK

Walls Rocked and Wobbled  
Like frail Things in  
a Storm.

**RAN FRANCISCO, Cal.** April 18.—  
Amid a long of bricks and mortar  
which had up about the telegrapher,  
the earth began to move, and in a few  
hours had leveled San Francisco, a calamity  
that in彻底ness and magnitude makes  
the San Francisco disaster of 1906

trivial, if not trifling.

At 5:13 A.M. 1815 struck this  
morning that the city was tossed about  
like a feather by the wind. The earth  
was shaken so violently that the buildings  
to rise in the air like a *volant*, crashing  
the like of which no mortal ever  
experienced a second time. Then the  
buildings began to sink, and the earth  
shook like a frail thing in the storm.

After the first shock, the  
preliminary sensations that accompanied  
this upward twice, for no city can  
experience such a shock as San Francisco. Then  
minutes after the awful earthquake the  
vast city was a scene of desolation and  
harrowing. Immediately a force of  
men, women, and children, numbering  
thousands, gathered the dead and injured began  
the work.

The shock of the trembling earth was  
followed by a multitude of fires, which  
burned with a fury that has not been  
seen in any portion of the city, destroying  
thousands of houses and other property.

The catastrophe came like a thunder-  
bolt from a clear sky. "Tumult" is  
as good a word as any to describe the  
heaving heaves and a somber sound,  
the like of which has not been heard in  
hundreds of years.

Hundreds of backs and automobiles  
were piled up in the streets, and  
cars, busses, and other vehicles were  
seen to roll over and over.

At 5:15 A.M. the Grand Opera House

was shaken to its foundations, and  
the grand piano in the lobby was  
shaken like a reed in the wind.

At first the hydrants thought the  
troubling was a fire, and the water  
gushed out in a geyser-like manner.

The water geyser was followed by the  
shrieks of the wounded mingling in a  
sound like a roar of thunder.

The Postal Telegraph Building is still  
rocking like ocean waves, coming  
against the windows a little more than  
three hours after the first shock. It  
has been reported that the death of

Fire Commissioner Verner, and  
Major James D. Phelan, who  
died of a heart attack, were caused by  
the shock.

Already the ghouls are in action, and  
Alameda, a regiment of soldiers has  
been sent to the city to help watch the business district. Martial law  
was declared, and the city was  
in the grip of the advent of the gods.

The city is a scene of desolation, the  
former Mayor James D. Phelan  
a picture of the tower of the new city hall  
is a mass of ruins.

**Emergency Hospitals Open.**

At the moment twenty-five beds have  
been reserved, and the authorities have  
provided that the city will be supplied

from the basement of the Hall of Justice into

several hospitals.

**The magnificence** of the office of the

Postal Telegraph Company, on Market street,

containing the best of telegraph

instruments and bags of  
precious metals and jewels.

and treasures are now

being looted by the

robbers of the world.

The city is a scene of desolation, the

streets are filled with

the dead and the

burning.

—Ward has just been received

of the burning of the Winchester House,

and the magnificence of the

Armenian Church, and the

Third Street

The scene of the thousands of

houses which have been rendered homeless by

the fire.

—Numerous reports are

of the great

losses in the city.

—The Union Fire

Company, which is the largest

in the city, has

been completely

destroyed.

This section of the city is

now a scene of

desolation.

—The Grand Opera House, where

the fire began, and the adjoining

buildings, which are occupied by banks

factories, are rapidly giving

way to the flames.



Panoramic View of San Francisco,  
Taken From Roof of St.  
Francis Hotel.

### WASHINGTON FELT SERIOUS SHOCKS FOR FOUR HOURS

Most Severe Earthquake  
Recorded Here in  
Many Years.

For nearly four hours this afternoon  
Washington felt the tremble of an  
earthquake which has not been  
recorded here in 20 years, if ever before,  
on the delicate instruments of the  
Washington Observatory. The shock  
was as severe as the seismograph, the rocking  
of the earth being so great as to cause  
people to run outside to perceive on the  
street or in buildings.

When the shock was recorded, the officials of  
the Washington Observatory reported  
that the tremble of the earth was  
as severe as that of the San Francisco

earthquake. The shock was recorded  
in the seismograph, Prof. M.

W. Morrison, in charge of the instrument division,

of the U.S. Naval Observatory, said.

Shocks began at 5:13 A.M.

Shocks were recorded at 5:15 A.M.

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