
Selecting Primary Sources



Learning Objectives

Participants will:

- Identify key considerations for selecting primary sources
- Practice the selection process by applying considerations to a set of primary sources

Considerations for Selecting

What factors do you consider when you select primary sources for use in your classroom?

Some Considerations

- How will the source fit into my instruction?
 - What topic am I teaching?
 - When will I be using the source?
(e.g. opening motivation, core instruction, assessment, etc.)
 - What skills do I want my students to practice?
(e.g. developing questions, identifying perspective, etc.)

Some Considerations

- How will the source fit into my instruction?
- Is the source appropriate for my students?
 - Is the source engaging?
 - Is the source age or learning-level appropriate?
(e.g. reading level, document length, content etc.)
 - Are there difficult topics that I need to consider?

Some Considerations

- How will the source fit into my instruction?
- Is the source appropriate for my students?
- Have I considered logistics?
 - Can the source be easily read? Will students be able to identify details?
 - Are there any rights issues with how I plan to use the source?



Title

[African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration]

Contributor Names

DeMarsico, Dick, photographer

Created / Published

1965 September 13.

Subject Headings

- African Americans--Education--New York (State)--New York--1960-1970
- Busing (School integration)--New York (State)--New York--1960-1970
- School children--New York (State)--New York--1960-1970
- Public schools--New York (State)--New York--1960-1970
- Women--Political activity--New York (State)--New York--1960-1970
- Demonstrations--New York (State)--New York--1960-1970

Headings

Photographic prints--1950-1960.

Notes

- Title devised by Library staff.
- NYWT&S staff photograph.
- Caption handwritten on verso.
- Date stamped on verso: Sep 13 1965.
- Forms part of: New York World-Telegram and the Sun Newspaper Photograph Collection (Library of Congress).



When might you use this resource? Why?



What skills could students practice?

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What skills could students practice?



What characteristics does this resource have?

NAACP ATTACKS N. Y. SCHOOL BIAS PATTERNS

NEW YORK - In two sharply worded statements the NAACP has severely criticized the gap between policy and practice in the New York schools - in the city and in the state.

At a meeting of the New York Ethical Culture Society on May 20 in observance of the 1954 Supreme Court decision Miss June Shagaloff, NAACP special assistant for education, charged discriminatory practices still exist in this city's educational system despite an official policy supporting integration.

"Top school officials and the Board itself have simply failed

to implement their own policy with a sense of urgency or clearly defined commitment... The efforts that have been made to desegregate and to raise educational standards have fallen disastrously short of the goals that were set forth by the Board of Education in 1954," Miss Shagaloff said.

At a meeting of the Staten Island NAACP branch on May 21, Miss Shagaloff called on New York Commissioner of Education James E. Allen, Jr., to take steps to implement the Board of Regents' 1961 policy by directing local school boards to eliminate de facto segregation.

I had been pushed
around ~~for~~ all my
life ~~been~~ and felt at
this moment that I
couldn't take it any more.
When I asked the policeman
why we ~~were~~ had to be
pushed around? He said
he didn't know. "The law
is the law. You are under
arrest." ~~I acted I went~~
~~with~~ I didn't resist.

From Rosa Parks papers:

[Reflections on her arrest
for refusing to surrender
her bus seat to a white
passenger, December 1,
1955]

THIRTY YEARS OF LYNCHING 1889-1918

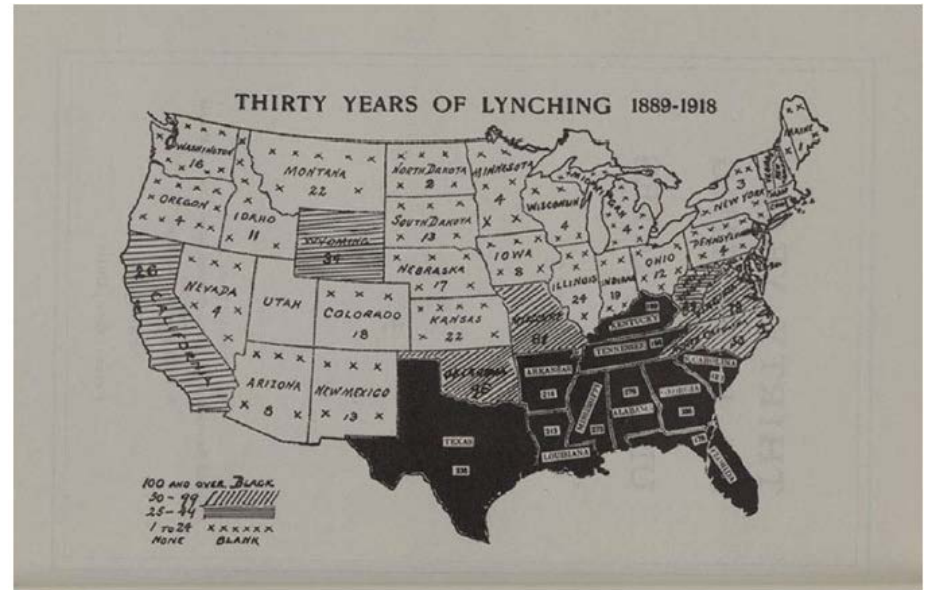


Thirty Years of Lynching in the United States, 1889–1918.

When would you use and why?

- Characteristics?
- Students?
- Skills?

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Arizona tribune. May 31, 1963

When might you use this resource? Why?

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When might you
use this
resource? Why?

THIRTY YEARS OF LYNCHING 1889-1918



When might you use this resource? Why?

Practice the selection process

- Think about your students:
 - What are their abilities?
 - When will you use the primary source?
 - How will you use it?
 - What are other classroom/student considerations?
- Select one item from one of the Primary Source Sets:
 - [Jim Crow and Segregation](#)
 - [The NAACP: A Century in the Fight for Freedom](#)
- Share in the chat:
 - Title and hyperlink of one item you would use.
 - How you would use it.
 - Why you would use it.



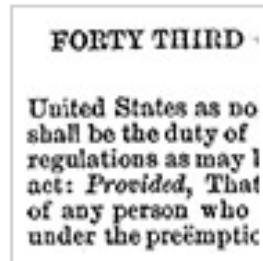
[Jim Crow](#)

[View PDF](#)
(2.5 MB)



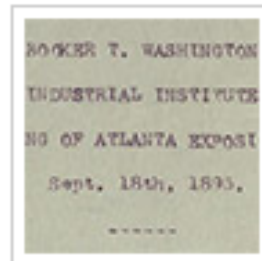
[Negroes To Ride](#)

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[Civil Rights Act 1875](#)

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(499 KB)



[Atlanta Exposition Speech](#)

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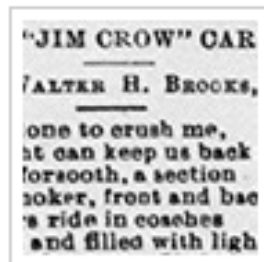
[Distribution of the Colored Population of the US 1890](#)

[View PDF](#)
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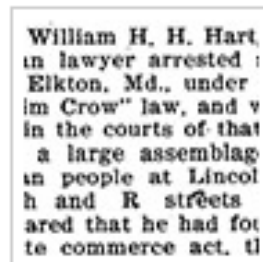
[What a Colored Man Should Do to Vote](#)

[View PDF](#)
(1.9 MB)



[The 'Jim Crow' Car](#)

[View PDF](#)
(1.3 MB)



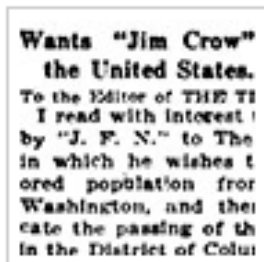
[Arrested Under the 'Jim Crow' Law](#)

[View PDF](#)
(6.02 MB)



[Airship with a Jim Crow Trailer](#)

[View PDF](#)
(786 KB)



[Wants 'Jim Crow' Law All Over the United States](#)

[View PDF](#)
(1.93 MB)

Jim Crow and Segregation PSS



[Cayton's Weekly May 8, 1920 Fighting Miscegenation](#)

[View PDF](#)
(877 KB)



[Negro going in colored entrance of movie house](#)

[View PDF](#)
(606 KB)



[At the bus station in Durham, North Carolina](#)

[View PDF](#)
(635 KB)



[A cafe near the tobacco market, Durham, North Carolina](#)

[View PDF](#)
(724 KB)



[Demonstrators marching in the street holding signs](#)

[View PDF](#)
(829 KB)



[Young boys harrassing the Baker family.](#)

[View PDF](#)
(598 KB)



[African American children on way to PS204](#)

[View PDF](#)
(396 KB)



[Gwendolyn M. Patton oral history interview \(47:05 to 48:56\)](#)

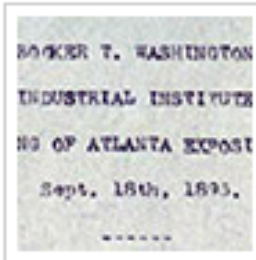
[View PDF](#)
(73 KB)

Jim Crow and Segregation PSS



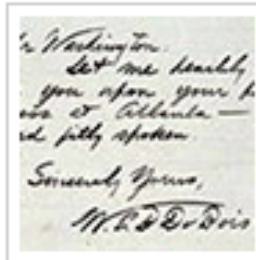
[Booker T. Washington](#)

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(1 MB)



[Booker T. Washington's Atlanta Exposition Speech](#)

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(753 KB)



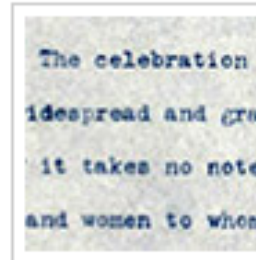
[DuBois Congratulates Washington on Atlanta Speech](#)

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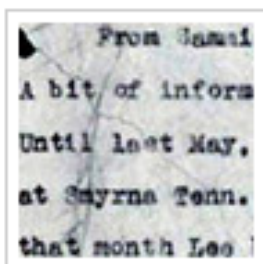
[William English Walling, a NAACP Founder](#)

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["Call" for a National Conference to Address Racial Inequality](#)

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(365 KB)



[Investigation of a Lynching](#)

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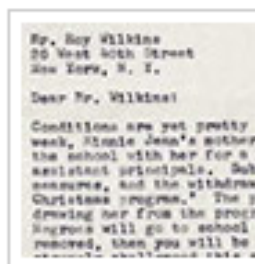
[NAACP Officials Celebrating Twentieth Anniversary](#)

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[Defending Voting Rights in Texas](#)

[View PDF](#)
(245 KB)



[Daisy Bates and the Little Rock Nine](#)

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(166 KB)



[NAACP's Campaign for the Removal of the Confederate Flag](#)

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The NAACP: A Century in the Fight for Freedom PSS



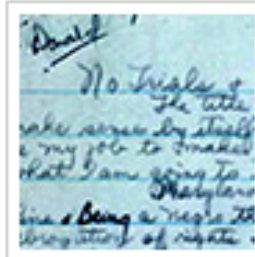
[The NAACP Flag](#)

[View PDF](#)
(187 KB)



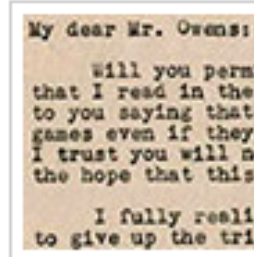
[Mistreatment of Black Workers](#)

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(929 KB)



[Donald Murray's First Day of Law School](#)

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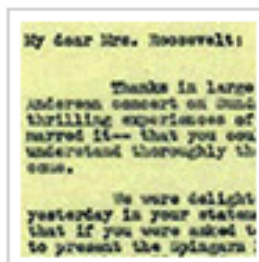
[A Letter from Walter White to Jesse Owens](#)

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[Marian Anderson at Lincoln Memorial Concert](#)

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(163 KB)



[A Letter from Walter White to Eleanor Roosevelt](#)

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[The Idea for a 1941 Mass Protest](#)

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[Attorneys for Brown v. Board of Education](#)

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[At the Ballot Box](#)

[View PDF](#)
(151 KB)



[Flyer for the 1989 Silent March on Washington](#)

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(113 KB)

The NAACP: A Century in the Fight for Freedom PSS

Identify Key Considerations

As you considered each source for classroom use, what key considerations emerged?

Before You Go

Please take our survey

https://www.surveymonkey.com/r/2020_LOC_Webinar

Certificates for Live Participation Only

In the next 48 hours:

Send your first and last name to mapf@loc.gov

Please note: Certificates are not automated. You must email a request.

Questions?

- Library of Congress: <http://www.loc.gov>
- Ask a Librarian: <http://www.loc.gov/rr/askalib/>
- Teacher resources: <http://www.loc.gov/teachers/>
- Teacher blog: <http://blogs.loc.gov/teachers/>
 - Selecting: <https://blogs.loc.gov/teachers/?s=selecting>
- Cheryl Lederle: cled@loc.gov
- Mike Apfeldorf: mapf@loc.gov

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