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Instructional Design Project  
May 8, 2017

## You Had to Be There: Working with Primary Sources

### **Section I: Introduction**

As an instruction librarian at an academic library, I will teach a sixty minute session to a journalism class of undergraduate students, sophomore to senior. Before the library instruction session, the faculty member will have introduced the assignment for which each student must select a major news event that occurred in the 20<sup>th</sup> century, find primary and secondary sources covering the event, and compile an annotated bibliography. The purpose of this session is to introduce students to the concept of primary sources, show them how to use the library search interface, and explain how to evaluate primary sources. The session will take place in a computer lab at the undergraduate library. Each student will have available to them a workstation that includes a desktop computer and clicker. The room has a projector connected to the instructor's computer at the front of the room and there is also a white board with different colored markers. Students will be prepared for this session by having chosen a major news event of appropriate subject and scope, as approved by their faculty member, and filled out the "Newsworthy Event" prep sheet.

## Section II: Learning Outcomes

1. Students will be able to identify search limits in order to locate primary sources in *ProQuest Historical Newspapers*.
2. Students will be able to recognize the difference between primary and secondary sources in order to develop a better understanding of how different kinds of sources provide different kinds of information. (**Critical Thinking Outcome**)
3. Students will be able to find and search *ProQuest Historical Newspaper* databases using search limits in order to find relevant primary sources.

## Section III: Assessment

Assessment activities are underlined within the teaching outline.

### ***Formative Assessments***

#### *Outcome to be assessed:*

Students will be able to identify search limits in order to locate primary sources in *ProQuest Historical Newspapers*.

#### *Formative Assessment Plan*

Before class, students will be asked to complete a prep sheet identifying their news event and important features of their event (see Appendix A). In class, I will explain how these features are useful for finding relevant primary sources in a newspaper database. Afterwards, I will ask students if they have any questions from when they filled out their own worksheets, an informal assessment technique

#### *Outcome to be assessed:*

Students will be able to identify the difference between primary and secondary sources in order to develop a better understanding of how different kinds of sources provide different kinds of information.

#### *Formative Assessment Plan*

After introductions, the instruction session will begin with a class conversation prompted by questions and answers using clickers, a classroom response system. Students will be paired with a person next to them and encouraged to discuss the question amongst themselves before answering anonymously with the clicker. Questions are structured as Yes/No prompts, with a focus on the cognitive assessment of student knowledge (see Appendix B). After introducing the Primary Sources handout (see Appendix C), students will be asked to identify the primary sources from a list of potential sources, some primary, some not. I will again ask students to use a classroom response system, clickers, to identify whether they are primary source. After each source listing, I will ask them how they determined whether it was a primary source. I can use this activity to correct any misinformation and provide additional context for understanding primary sources in context of what they already know based on our previous cognitive assessment.

## ***Summative Assessment***

### *Outcome to be assessed*

Students will be able to find and search *ProQuest Historical Newspaper* databases using search limits in order to find relevant primary sources.

### *Summative Assessment Plan*

Students will be provided with two opportunities to demonstrate their increased understanding of the learning outcome. First, students will be provided with time at the end of the instruction session to combine the skills and strategies I have introduced in order to find primary sources. Students will independently search for primary sources on their topic and complete the worksheet provided (see Appendix A2). In order to do this effectively, students will be required to identify keywords apply appropriate search limits and accurately analyze a list of database results to assess which will be the best fit for the news event being researched. On the worksheet provided, students will record citations for two primary source they found and they must articulate why they decided this was a primary source and why they decided this would be a strong choice for their bibliography. Worksheets will be submitted at the end of class and I will provide evaluate their source selection and arguments. I will use a rubric to evaluate student work and return my comments to help students further develop their topic, select sources, and/or use the ProQuest Newspaper database. (see Appendix A3). Finally, at the end of class, students will be asked to complete a Minute Paper/Muddiest Point in order to identify main takeaways and additional learning opportunities.

## Section IV: Outline

Before class: Upon approving the students' news event, the instructor will provide the student with the Primary Source Prep Sheet.

### I. Introductions (2-3 min)

- A. Welcome: Good morning, and thank you for being here today! My name is Kristina and I will be leading the instruction session today.
- B. Preview activities: Over the next hour, we will tackle four different activities. First, we will take a closer look at the idea of primary sources. Next, we will review the prep sheets and learn how to apply your answers to a newspaper database. Finally, we will put all the tools and strategies we learned today into action and find a couple of sources to get you started with your research.
- C. Goal of class today: The main goal for this class is to provide you with tangible takeaways that you can apply to this class, but also your other coursework.

### II. What is a Primary Source? (10 min)

- A. Introduce clickers as a tool for fostering discussion.
- B. Students will be paired with a person next to them and encouraged to discuss the question amongst themselves before answering anonymously with the clicker. Questions are structured as Yes/No prompts, with a focus on the cognitive assessment of student knowledge (see Appendix B).
- C. Address answers after results are displayed for each question while emphasizing the following
  1. I know a primary source when I see it.
    - a) Ask for examples, write answers on whiteboard
    - b) Emphasize that primary sources can be a variety of objects, forms, media, etc.
  2. I have used primary sources before.
    - a) If some answer yes, ask for the context.
    - b) Emphasize value for journalists.
  3. Primary sources must be very old.
    - a) Not always--explain that primary sources are defined by their proximity to an event, not necessary the age of the event.
    - b) Provide contemporary example: Donald Trump tweets; explain that they are primary sources because its Trump

writing in his own words; not what someone else has said about him.

4. The only way to find primary sources in through the library.
  - a) Absolutely not! Explain that libraries are just one place of many to find primary sources; Examples include archives, museums, interviews, attics
  - b) That being said, libraries are great places to begin your research for primary sources of a historic nature. At the very least, libraries (and librarians) can point you in the right direction to find the most relevant places to look.
5. Primary sources are better than secondary sources.
  - a) It depends--Explain that formats often changes over time. As long as the content doesn't change, it's still a primary source.
  - b) Pull up a PDF of an old newspaper article and then show the class a physical copy of the same newspaper. Emphasize that they are one in the same.
  - c) Next, pull up a book that cites the newspaper article as an example of a secondary source.

### III. Primary v. Secondary Sources (10 min)

- A. Introduce handout for identifying and evaluating primary sources.
- B. Direct students to the following sources and ask students to use the following clickers to identify whether they are primary sources or not. After each source listing, I will ask them how they determined whether it was a primary source. I can use this activity to correct any misinformation and provide additional context to understanding primary sources:

Levin, Meyer. (1952, Jun 15). "The child behind the secret door." *New York Times*. Retrieved from <https://search-proquest-com.proxy2.library.illinois.edu/docview/112256692?accountid=14553>.

Frank, Anne. *The Diary Of A Young Girl*. Trans. M. Mooyart. Garden City, New York: Doubleday & Company, 1952. Print. [https://vufind.carli.illinois.edu/vf-uiu/Record/uiu\\_5206016](https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_5206016).

Schabel, Ernst. *Anne Frank: A Portrait In Courage*. New York: Harcourt Brace, 1958. Print. [https://vufind.carli.illinois.edu/vf-uiu/Record/uiu\\_1097502](https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_1097502).

Daily Boston Globe. (1952, Oct 01). "Globe to publish Anne Frank story." *Daily Boston Globe*. Retrieved from <https://search-proquest-com.proxy2.library.illinois.edu/docview/839817362?accountid=14553>.

#### **IV. Finding Primary Sources: ProQuest Newspaper databases (15 min)**

- A. Transition: What knowledge would have been useful to help you identify whether something is a primary source or not? A timeline/date range, general information about event in question, important persons.
- B. Doing a preliminary search on an event prepares you for deeper research later on. (note value of Wikipedia and Google in this context alongside encyclopedias, textbooks, and general reference collections)
- C. Ask students to pull out their completed worksheets. Connect different values (WHO, WHEN, WHAT, WHERE, WHY) to thinking critically about the proximity of a source to a news event.
- D. Ask students if they have any questions from when they filled out their own worksheets.
- E. Bring up a completed Worksheet on projector for "The March on Washington".
- F. Emphasize listing different iterations of important keywords and reiterate critical thinking mentioned earlier using important examples.
- G. Demonstrate accessing the ProQuest Newspaper Database using the March on Washington example
- H. Have students follow along on their own computers.
  - 1. Emphasize the value of consistency in a database search (same terms, you'll get the same results, in the same order every time)
  - 2. Compare to a Google search (more terms in Google = more results, vs. more terms in a database, fewer results)
  - 3. Show how to email sources and how to use the citation feature, with reservations.
- I. Emphasize using the prep sheet and the handout to strategize your search. Makes research faster, more efficient, with better results.

#### **V. Putting It All Together: Independent Search (15 min)**

- A. Assign the following fifteen minutes for students to compile their own primary sources using their prep sheet and handout.
- B. Inform students they will be turning in their worksheet and receive feedback from me afterwards.

C. Walk around the room and be available to answer questions and troubleshoot database search.

**VI. Wrap Up (2-3 min)**

A. Reflect Writing time!!! What did you learn? What questions do you still have?

B. Give each student one green and one red post-it note.

1. Have the students write down one things they will implement on a green “check” post-it

2. Have students write down one thing they are still unsure about on the red “X” post it.

3. Have students stick both red and green post-its on the worksheet before they turn it in.

C. Need more help? Explain library resources, where to find help after this class period.

D. Provide professional contact information, email, office hours.

E. Say thank you!

## Section V: Discussion

### Information Literacy

Under Appendix 1 for the ACRL's Framework for Information Literacy in Higher Education, the authors highlight the importance of applying the frames with a holistic approach to integrating information literacy. They warn against leaning too heavily on one-shot instruction to exclusively meet the information literacy needs of today's students: "the *Framework* is not designed to be implemented in a single information literacy session in a student's academic career; it is intended to be developmentally and systematically integrated into the student's academic program at a variety of levels." With these recommendations in mind, it is useful to consider how the ACRL framework can be implemented across an academic department most effectively. To this end, I recommend the journalism department adopt the frame, "*Information Creation is a Process*." In this instructional design project, there are multiple opportunities to engage with this frame, especially as it relates to information medium, format, and the teaching of primary v. secondary sources in an of itself. In showing students the same newspaper article in three different formats, students learn how assumptions about format can be misleading. Given that one of the main knowledge practices for this frame is to "articulate the traditional and emerging processes of information creation and dissemination in a particular discipline," journalism courses are particularly well positioned to equip students with the knowledge of how information has been gathered in the past and how those processes are rapidly changing with advancements in technology and communication. This is especially evident when discussing contemporary examples of primary source materials such as Twitter tweets, and Twitter's implication for quickly verifying information across networks. In journalism, conversations about the balance between private and public spheres are common topics, especially as it relates to information gathering for news stories. Discussing Twitter as a primary source provides an opening for students to about how Twitter has changed the way journalists communicate with the public, their sources, and each other as news stories develop and information is gathered to write timely, relevant, and accurate news stories.

### Critical Thinking

For the purpose of this instruction session, critical thinking is an iterative process in which skills and strategies build upon each other in order to create higher orders of reasoning. Nentl and Zietlow describe the challenges of a learning barrier placed between the higher and lower orders of Bloom's Taxonomy in "Using Bloom's Taxonomy to Teach Critical Thinking Skills to Business Students." In order to "break through," Nentl and Zietlow describe implementing "secondary research" to challenges

students to thinking about the connections between sources rather than treating sources as isolated artifacts (165-166). Like secondary research, this instruction session is designed to reveal to students the relationships between sources. In the Primary v. Secondary Sources activity, I thoughtfully selected the four sources so as to provide an opportunity to discuss the larger narrative constructed as a result of these four sources being placed in conversation with one another. Despite all four sources having been published in the 1950s, a little digging into the actual text of each other these sources provides an opportunity to construct the chain of events connecting these sources together. We can see through some gently probing that the publication of Anne Frank's diary led to its review being featured in the *New York Times*, the book in full being re-published as a serial in the *Boston Globe* and finally the latest source to be published, a book of interviews collected in response to the Frank publication. Once students are able to extend their understanding of not just what a source says, but also how it came to be, they are able to grasp the larger concepts of narrative production, thematic discernment, and chronology that are critical to advanced journalism studies.

### **Universal Design**

Universal design accounts for learning with different strengths, abilities and tendencies in how is processed. There were a couple of ways I attempted a more universal design with my session, including modes of engagement, and cues/aids for visual learners. In order to engage with students, I choose an assortment of interactive models, including both clickers and class discussion. This way, both extroverts and introverts have opportunities to interact and participate as they feel comfortable. The red and green check marks provide an additional level of active reflection during the Minute/Murky Paper exercise. The post it's also have icons for check ✓ and X superimposed, in addition to being colored, so as to accommodate for color blindness. The handouts also utilize colors that make it easier to see for students who are color sensitive.

## Appendix 1A: Newsworthy Event Prep Sheet (front)

[Example for during instruction in blue]

Name:

Date:

Most great ideas come from a stroke of inspiration and a healthy dose of thoughtful reflection and revision. By fleshing out the “who, what, where, when, and why” of a news event, we begin to understand “how” that event came to be, within a broader historical (or political, or economic, or scientific, or social) narrative. This prep sheet is designed to connect your initial “stroke of inspiration” with the resources available at your academic library. Use this worksheet to strategize keywords that are relevant to your news event.

Complete this worksheet before we meet for our instruction session, after your instructor has approved the news event you intend to investigate.

1. What is the news event you intend to investigate?
2. Under the appropriate column, provide keywords that are significant to your news event. Be as specific as possible.

<b>WHO</b> <i>Persons, groups, leaders</i>	Martin Luther King, Martin Luther King Jr., MLK Philip Randolph
<b>WHAT</b> <i>Provide your answer from #1 above</i>	March on Washington, March on Washington for Jobs and Freedom I Have a Dream
<b>WHEN</b> <i>Important dates; days, months, years</i>	August 28, 1963
<b>WHERE</b> <i>Places of interest; streets, cities, regions, etc.</i>	Washington D.C., DC Lincoln Memorial Selma, Alabama
<b>WHY</b> <i>Other relevant topics or issues</i>	civil rights Jim Crow

## Appendix A2: Putting It All Together Worksheet (back)

Using the ProQuest Historical Newspaper database, identify two primary sources with close proximity to your news event. Use the front page of this sheet to identify search limits and the primary sources handout to choose the primary sources within close proximity to your news event..

Source #1:

What criteria did you use to select this source?

Source #2:

What criteria did you use to select this source?

## Appendix A3: Putting It All Together Worksheet Rubric

Criteria	Excellent	Good	Needs work
<b>Topic Development</b>	Multiple search terms for each category (WHO, WHAT, WHERE, etc)	At least one search term for each category	Some categories missing search term
<b>Primary Source</b>	Both citations qualify as primary sources in close proximity to the news event	At least one citation qualifies as an effective primary source	Neither citation qualifies as a primary source
<b>Database Search</b>	Both sources were found through ProQuest Historical Newspaper database	At least one source was found through ProQuest	Neither source was found via ProQuest

## **Appendix B: Primary Source Clicker Discussion**

*The following questions will be projected onto the overhead screen at the front of the classroom one at a time.*

I know a primary source when I see it.

Yes

No

I have used primary sources before.

Yes

No

Primary sources must be very old.

Yes

No

The only way to find primary sources is through the library.

Yes

No

Primary sources are better than secondary sources.

Yes

No

## Appendix C: Primary Source Handout

# YOU HAD TO BE THERE

## WORKING WITH PRIMARY SOURCES

Primary sources of information provide first-hand accounts of the events, practices, or conditions you are researching. In general, these are documents created by witnesses or first recorders of these events at about the time they occurred. Primary sources include first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories. The most useful primary sources are usually considered to be those that were created closest to the time period you're researching.

Note: This handout is intended to be printed on a full sized 8.5" x 11" color handout, with the semester and year included at the bottom.

### AUTHORS

Does the author's knowledge stem from personal experience or having witnessed an event?



### CONTENT

Who was the intended audience?  
Is there bias evident?  
Is the purpose of the source to describe, explain, persuade, or something else?



### PROXIMITY

Is the date of the publication evident? Is the date of the publication close to the event described?



### SOURCE



Where does this information come from—personal experience, eyewitness accounts, or reports written by others?

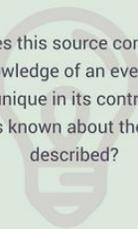
### RELIABILITY

Is this source cited by other sources? Is it possible to verify the claims made in this source?



### SCHOLARSHIP

How does this source contribute to your knowledge of an event? Is this source unique in its contribution to what is known about the events described?



### COMMON EXAMPLES

Newspaper articles, autobiographies, diaries, ethnographies, photographs, videos, documentaries, interviews, memoirs, oral histories, letters, reports, creative works, doodles, sketches, speeches, scrapbooks, journals, archives, audio recordings