Supporting Primary Source Literacy

Robin M. Katz

Galileo Conference 2022 – Closing Keynote

Defining primary sources

Free, online access
to primary sources

Empowering

Enhance Community

Teaching Online Research for Primary Sources

➔ Use search terms + primary source terms

➔ Look for trusted repositories / collections

➔ Find sources accompanied with metadata!

See handouts at https://robinmkatz.com/resources/

Value of the Digital Library of Georgia

"key information resources on Georgia history, culture, and life"

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Digital Library of Georgia
Sharing Georgia's History & Culture Online

Georgia's Virtual Library
GALILEO.
An Initiative of the University System of Georgia

HOME   SEARCH   EXPLORE ▾

TEACH ▾   PARTICIPATE ▾   DONATE   CONNECT ▾   ABOUT ▾

Search Records and Full text ▾   for...   🔍

A Gateway to Georgia's History

FANCY APPLES
APPALACHIAN APPLE ORCHARDS
Tallulah Park
GEORGIA

Melon Shippers

Lumpkin Chestatee
MINING COMPANY.

The Stockholders of the Lumpkin Chestatee Mining Company are hereby called to meet at the Office of said Company, at No. 476 Seventh Street, Washington, D. C., on Wednesday, the 5th day of
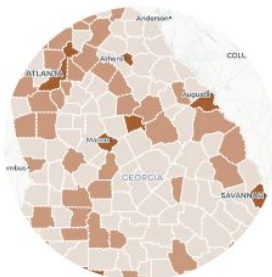
● ○ ○ ○

Collections

Counties

Free to Use

Institutions

How do you improve DLG's metadata?

Challenges of using primary source collections online

Guidelines for Primary Source Literacy

"the range of knowledge, skills, and abilities required to effectively use primary sources"

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DLG EDUCATOR RESOURCES

ABOUT DLG EDUCATOR RESOURCES

Our Educator Resource social studies support modules are based on the Social Studies Georgia Standards of Excellence (GSE) teaching units developed by the Georgia Department of Education.

These resources provide high-quality, standards-aligned materials related to Georgia history and culture that help teachers meet the varying academic interests and needs of their students.

Guidelines for Primary Source Literacy

1. Conceptualize
2. Find and Access
3. Read, Understand, and Summarize
4. Interpret, Analyze, and Evaluate
5. Use and Incorporate

Learn more at https://bit.ly/3Q6ppGF

CONCEPTUALIZE

1A - Distinguish **primary** + **secondary sources** based on research Q
1B - **Brainstorm possible** primary sources for a project
1C - Generate **research questions** based on primary sources
1D - Understand that **research is iterative** - sources inform Qs, Qs inform sources

Harriet Powers

Share ▾ | Cite | Reuse Information | Comments? | Report Harmful Content

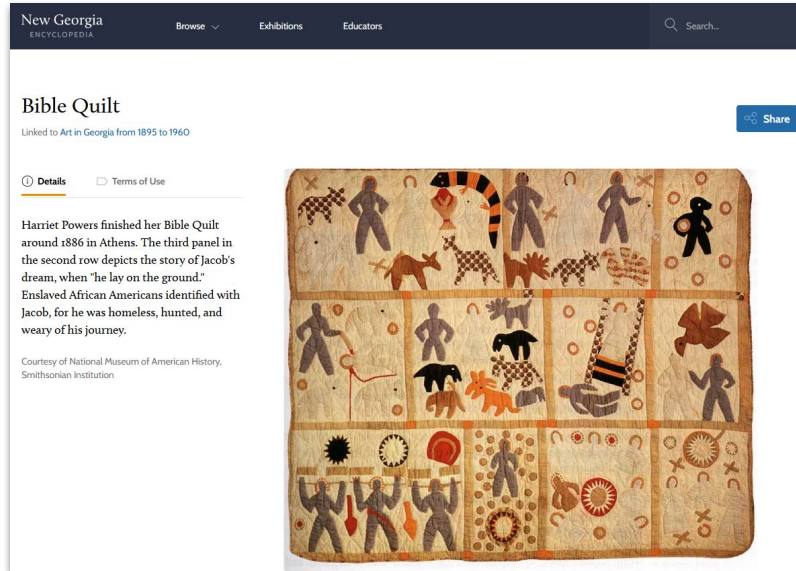|	
Collection:	New Georgia Encyclopedia
Title:	Harriet Powers
Date of Original:	1897
Subject:	Quiltmakers--Georgia--Athens
	African American quiltmakers--Georgia--Athens
	Artisans--Georgia--Athens
	African American artisans--Georgia--Athens
	Women artisans--Georgia--Athens
	Quilting--Georgia--Athens
	Aprons--Georgia--Athens
	Freedmen--Georgia--Athens
	Women--Georgia--Athens
	African American women--Georgia--Athens
	Powers, Harriet, 1837-1911
Location:	United States, Georgia, Clarke County, Athens, 33.96095, -83.37794
Medium:	black-and-white photographs
Type:	StillImage
Format:	image/jpeg
Description:	Image of the only surviving photograph of Georgia quiltmaker Harriet Powers. The photograph, made about 1897, depicts her wearing a special apron with images of a moon, cross, and sun or shooting star. Celestial bodies such as these appear repeatedly in her quilts, indicating their importance to her.
Metadata URL:	http://georgiaencyclopedia.org/file/8237
Holding Institution:	New Georgia Encyclopedia (Project)
Rights:	COPYRIGHT NOT EVALUATED

View at Partner Site

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Browse   Exhibitions   Educators   Search...

Bible Quilt

Linked to Art in Georgia from 1895 to 1960

Share

ⓘ Details   Terms of Use

Harriet Powers finished her Bible Quilt around 1886 in Athens. The third panel in the second row depicts the story of Jacob's dream, when "he lay on the ground." Enslaved African Americans identified with Jacob, for he was homeless, hunted, and weary of his journey.

Courtesy of National Museum of American History, Smithsonian Institution

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Article

Quilting the Sermon: Homiletical Insights from Harriet Powers

Donyelle McCray

Yale Divinity School, New Haven, CT 06511, USA; donyelle.mccray@yale.edu

Abstract: Sermons come in a variety of forms. For Harriet Powers, an African American artist and former slave who lived from 1837–1910, sermons took the form of quilts. Unlike most quilts crafted during her lifetime, Powers' quilts told biblical stories, recounted legends, and carried messages of divine judgement and hope. This article offers a brief account of her life, a description of her quilts, and a reflection on her spirituality. Rather than approaching her quilts solely as folk art, this essay places them in the African American preaching tradition.

Keywords: quilt; preach; sermon; voice; proclaim; Harriet Powers; African American women
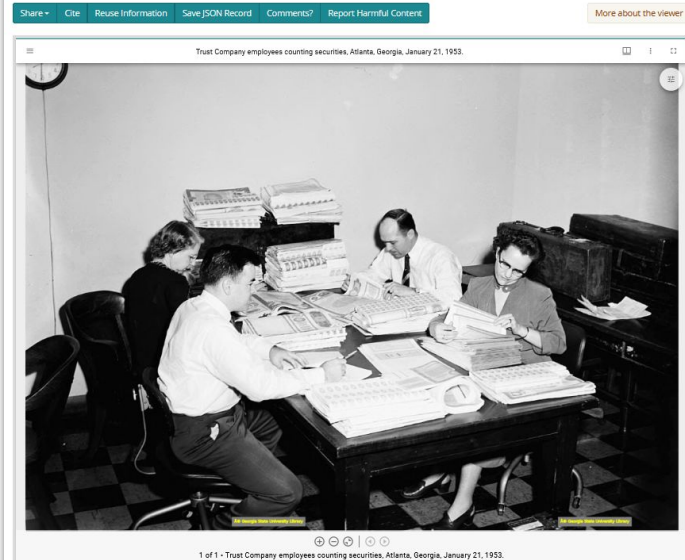
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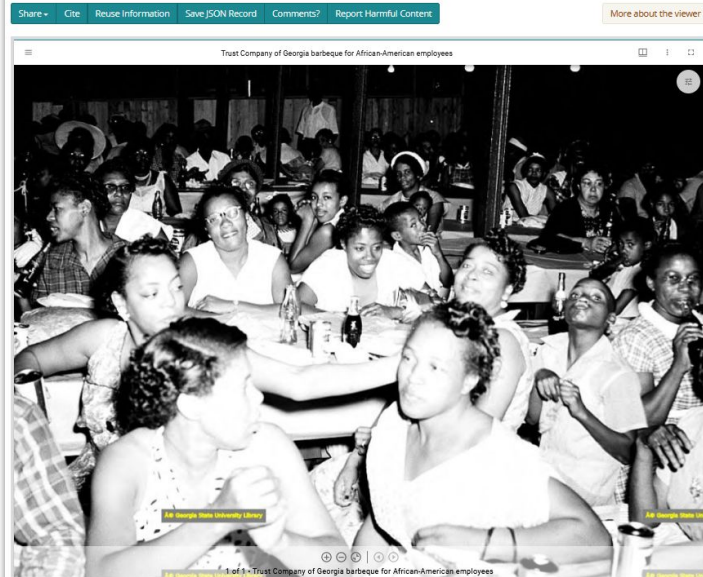Trust Company employees counting securities, Atlanta, Georgia, January 21, 1953.

Share | Cite | Reuse Information | Save JSON Record | Comments? | Report Harmful Content   More about the viewer

Trust Company employees counting securities, Atlanta, Georgia, January 21, 1953.

1 of 1 · Trust Company employees counting securities, Atlanta, Georgia, January 21, 1953.

☐ Allow image comparison in viewer   What is IIIF?

Collection: Lane Brothers Commercial Photographers Photographic Collection, 1920-1976
Title: Trust Company employees counting securities, Atlanta, Georgia, January 21, 1953.

Trust Company of Georgia barbeque for African-American employees

Share | Cite | Reuse Information | Save JSON Record | Comments? | Report Harmful Content   More about the viewer

Trust Company of Georgia barbeque for African-American employees

1 of 1 · Trust Company of Georgia barbeque for African-American employees

☐ Allow image comparison in viewer   What is IIIF?

Collection: Lane Brothers Commercial Photographers Photographic Collection, 1920-1976
Title: Trust Company of Georgia barbeque for African-American employees
Creator: Lane Brothers Commercial Photographers (Atlanta, Ga.)

FIND AND ACCESS

2A - **Identify where** primary sources might be found

2B - **Search for and locate** primary sources. Use tools like catalogs and finding aids.

2C - Know the difference between **descriptions** *about* **sources** that are found online + *digitized* **sources**

2D - Understand how the **historical record is shaped.**

Understand that some evidence never existed, didn't survive, or is not publicly accessible.

2E - Recognize how institutional/platform **access policies differ** and affect use of primary sources.

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ArchivesSpace at GSU Library

Georgia State University | UNIVERSITY LIBRARY
SPECIAL COLLECTIONS & ARCHIVES

Collections   Subjects   Names   🔍 Search

Pro-Life Newsletter collection

📖 Collection   **Identifier: W046**

Citation   Print   Request this Item

🏠 Special Collections | 📘 Pro-Life Newsletter collection

Collection Overview   Collection Organization   Container Inventory

Scope and Content of the Collection

The collection includes newsletters (1977-1993) produced by state organizations (Florida, Georgia, Minnesota, New York, Ohio and Pennsylvania) as well as national organizations (including Americans United for Life, National Right to Life Committee, Stop Planned Parenthood, and Feminists for Life of America) and individuals.

Newsletters are filed alphabetically.

Dates

1977-1993

Creator

- Catholic Church. Archdiocese of Atlanta (Ga.) (Organization)

Search Collection
From year   To year
Search

Collection organization

Pro-Life Newsletter collection
Abortion Injury Report (Chatanoog...
Abortion Research Notes (Bethesd...
Action (Charlottesville, VA: The Ru...
Action Line (Washington, DC: Chris...

Good Beginnings, 1985-09

Share ▾   Cite   Reuse Information   Save JSON Record   Comments?   Report Harmful Content   More about the viewer

≡   Good Beginnings, 1985-09

Council on Maternal & Infant Health --

Volume IX, Number 2   September 1985

Teenage Pregnancy
Why hasn't the problem gone away?

Trends and current status

Teenagers in America continue to become pregnant, give birth or have abortions at significantly higher rates than do adolescents in other industrialized nations, according to a study re-

2 and 3) Georgia is ranked fifth* highest in the nation: Trends** in Georgia show that:
- The pregnancy rate among 10-14 year olds is increasing.
- Four out of five teen pregnancies are unwanted.
- Approximately one in ten girls 15-19 will get pregnancy. In [...] of pregnancy.

tions were to teens.
- The Alan Guttmacher Institute estimated that half of Georgia's teenage girls (15-19) were at risk of experiencing an adolescent pregnancy.

Teenage childbearing is associated with many serious physical, personal and economic risk factors. The consequences of teen

1 of 4 · Page 1

Page 1   Page 2   Page 3   Page 4

READ, UNDERSTAND, AND SUMMARIZE

3A - **Read and examine a source.** Read script, font, language; understand or operate a technology; comprehend vocabulary, syntax, communication norms; etc.
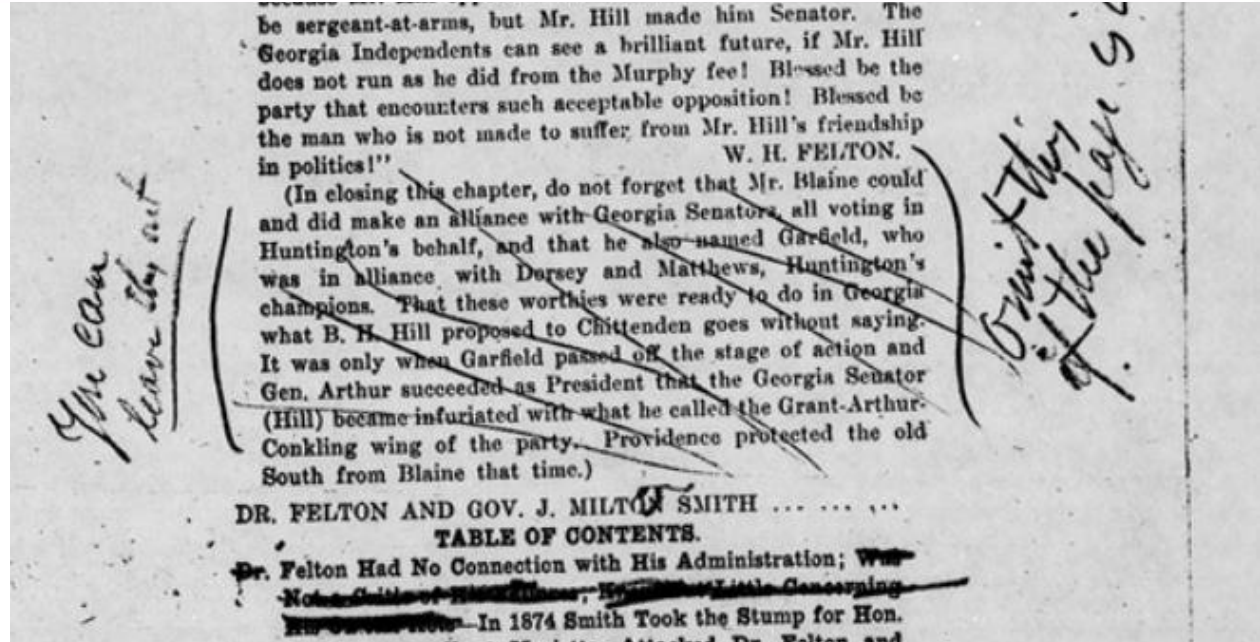
3B - **Identify and communicate information in a source.**
Summarize content; identify key components such as format, how created, by whom, when, etc.

3C - Understand **iterations** (excerpts, transcriptions, translations) + **transformations** (publishing, copying)

Felton, William H., 1823-1909.
"Galley Proofs (1 of 2)."
1851/1930.

http://dlg.galileo.usg.edu/do:guan_0081_harg0081-014-007

be sergeant-at-arms, but Mr. Hill made him Senator. The Georgia Independents can see a brilliant future, if Mr. Hill does not run as he did from the Murphy fee! Blessed be the party that encounters such acceptable opposition! Blessed be the man who is not made to suffer from Mr. Hill's friendship in politics!"

W. H. FELTON.

(In closing this chapter, do not forget that Mr. Blaine could and did make an alliance with Georgia Senators, all voting in Huntington's behalf, and that he also named Garfield, who was in alliance with Dorsey and Matthews, Huntington's champions. That these worthies were ready to do in Georgia what B. H. Hill proposed to Chittenden goes without saying. It was only when Garfield passed off the stage of action and Gen. Arthur succeeded as President that the Georgia Senator (Hill) became infuriated with what he called the Grant-Arthur-Conkling wing of the party. Providence protected the old South from Blaine that time.)

DR. FELTON AND GOV. J. MILTON SMITH ... ...

TABLE OF CONTENTS.

Dr. Felton Had No Connection with His Administration; ... ... In 1874 Smith Took the Stump for Hon.

USE AND INCORPORATE

5A - Synthesize a variety of sources to **construct, support, or dispute an argument.**
5B - **Respect privacy** rights and **cultural contexts** when using primary sources.
5C - **Cite appropriately.**
5D - Adhere to **copyright and privacy laws** when using primary sources.

Student Protest

Share ▾ | Cite | Reuse Information

Collection:	Kenneth Roger
Title:	Student Protes
Creator:	Rogers, Kenne
Date of Original:	1941-10-14
Subject:	Students--Geo
	Demonstration
	Protest movem
	Student mover
	Capitols--Geor
	Capitols--Geor
	Political partici
	Politics and go
	Universities an
	Automobiles--
	Vehicles--Geor
	Georgia State
Location:	United States,
	United States,
Medium:	photographs
Type:	StillImage

View at Partner Site

Citations

Student Protest

MLA

Rogers, Kenneth, 1907-1989. "Student Protest." Atlanta History Center. 1941-10-14, http://album.atlantahistorycenter.com/cdm/ref/collection/Rogers/id/1819.

APA

Rogers, Kenneth, 1907-1989 (1941-10-14). Student Protest. Retrieved from http://album.atlantahistorycenter.com/cdm/ref/collection/Rogers/id/1819

Chicago

Rogers, Kenneth, 1907-1989. "Student Protest." 1941-10-14. June 14, 2022. http://album.atlantahistorycenter.com/cdm/ref/collection/Rogers/id/1819.

© IN COPYRIGHT

INTERPRET, ANALYZE, AND EVALUATE

4A - **Assess the appropriateness** of a primary source for a project.

4B - **Critically evaluate perspectives** of creators. Recognize tone and bias.
Determine original purposes and audiences.

4C - Situate a primary source in **context**.
Context may be historical, cultural, biographical, technical, or curatorial.

4D - Identify, interrogate, and **consider silences**, gaps, contradictions, power in the documentary record.

4E - **Factor physical and material elements** into interpretation of primary sources.

4F - Demonstrate historical **empathy, curiosity** about the past, and **appreciation** for historical actors.

Some content (or its descriptions) found on this site may be harmful and difficult to view. These materials may be graphic or reflect biases. In some cases, they may conflict with strongly held cultural values, beliefs or restrictions. We provide access to these materials to preserve the historical record, but we do not endorse the attitudes, prejudices, or behaviors found within them. **Read more**

The Digital Library of Georgia is part of the GALILEO Initiative
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Goals

- Build a sustainable and scalable digital library infrastructure.
- Build comprehensive digital collections that reflect the full wealth of Georgia's history and culture and ensure fair representation of traditionally under-represented groups.
- Preserve library collections, including sensitive cultural and historical resources through appropriate means such as photographic and micrographic reproduction.
- Facilitate and cooperate in cooperative ventures with other organizations to build digital collections, resources, and services.
- Contribute to the development of standards and best practices by participation at multiple levels including local, national, and international.
- Promote learning by providing interpretive and curricular materials to facilitate the use of digital collections at multiple levels of education.

Uses for *Guidelines for Primary Source Literacy*

- Shared vocabulary
- Pare down
- Advocate
- Teach
  - Curricula/materials, collaborations, facilitation
- Collection development
- Design and delivery

Backward Design

Understanding by Design
by Wiggins & McTighe

410 Measurable Learning Outcomes for Primary Source Literacy

forthcoming, Society of American Archivists

Measurable Learning Outcomes (Easily Quantified)

Guidelines **objective 2B:** Be familiar with the most common way primary sources described, such as catalog records and archival finding aids.

MLO #66: Students will be able to match the <u>filters</u> used in a <u>specific platform </u>to correct definitions.

Measurable Learning Outcomes

Custom MLO #66: Students will be able to match the <u>filters</u> used in the <u>Digital Library of Georgia</u> to correct definitions.

Final MLO: Students will be able to correctly match 4 of 5 filters used in the Digital Library of Georgia to their correct definitions.

(Easily Quantified)

Creator	›
Subject	›
Location	›
Georgia County	›
Year	›
Medium	›
Type	›
Rights	›
Holding Institution	›
Topics	›
Time Periods	›

Then, you design

Active Learning

How to Use the Data

Measurable Learning Outcomes (More Complex)

Single Point Rubrics

	How You Can Grow	Criteria	How You've Met Criteria	How You've Excelled
U N D E R S T A N D I N G		Includes an accurate factual overview		
		Identifies 3+ main points, cites readings		
		Connects main points to the primary source		
P E R F O R M A N C E		Uses persuasive and engaging language		
		Concise, well organized		
		Clear visual aids		

Top 5 Resources for Primary Source Literacy

1. *Using Primary Sources: Hands-On Instructional Exercises*, edited by Bahde, Smedberg, and Taormina (2014)
2. SAA Teaching with Primary Sources case studies (peer reviewed, online, open access)
3. TPS Collective (newsletter, listserv, Slack, Twitter)
4. TPS Fest unconference, Aug 2-4, 2022
5. Library Juice *Primary Source Pedagogy* course, Oct 2022

Integrate Primary Source Literacy in Your Work

1. Use the *Guidelines*
2. Keep it simple
3. Ask for / dedicate resources
4. Make things
5. Collaborate
6. Experiment
7. Build collections
8. Design is not an afterthought

Primary Sources are Everywhere