



Analyzing Primary Sources Using Knowitall and the Library of Congress Primary Source Analysis Tool

Why Analyze Primary Sources?

- Allows students to think like a historian
- Develop critical thinking skills
- 2019 SC Social Studies Standards
 - Evidence Skill
 - "Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry based study of history"



Knowitall

Great SC Resources

Search by Standards

Tons of Useful Series and Collections

Over 8,500 Media Assets Created by ETV



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BROWSE BY GRADE & SUBJECT 💙

SEARCH

Extend the Learning -All Through the



www.knowitall.org



Primary Sources

Divided by Topics

Images of SC History

History of SC Slide Collection

The History of South Carolina Slide Collection

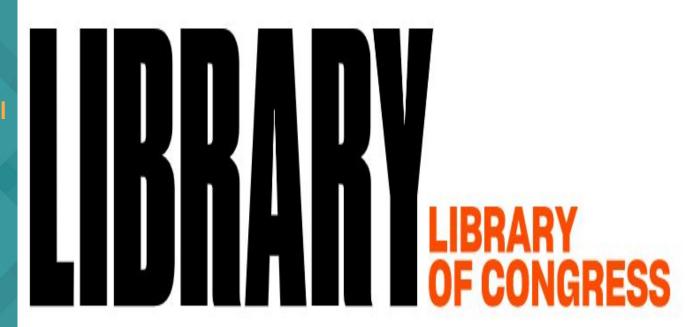


Library of Congress

World's Largest Library

Enormous Digital
Collection and
Services

Educational Resources for Teachers



www.loc.gov/



Primary Source Analysis Tool

Graphic Organizer

Encourages Critical Thinking

Suited for any type of primary source

TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Ask students to identify and note details.

What do you notice first? · Find something small but interesting. . What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? . Why do you think somebody made this? . What do you think was happening when this was made? . Who do you think was the audience for this item? . What tool was used to create this? . Why do you think this item is so important? . If somebody made this today what would be different? · What can you learn from examining this?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...

who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers. Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Have students compare two related primary source items.

Have students expand or alter textbook explanations of history based on primary sources they study.

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topi Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, ao to

http://www.loc.gov.teachers

LIBRARY LIBRARY LOC.gov/teachers

www.loc.gov/teachers/usingprimarysources /resources/Analyzing Primary Sources.pdf



Analyzing Photographs and Prints Tool

Graphic Organizer

Encourages Critical Thinking

Suited for photographs and prints specifically

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Ask students to identify and note details.

Sample Questions

Describe what you see. • What do you notice first? • What people and objects are shown? • How are they arranged? • What is the physical setting? • What, if any, words do you see? • What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this? · What can you learn from examining this image? · If someone made this today, what would be different? · What would be the same?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...

who? - what? - when? - where? - why? - how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Write a caption for the image.

Intermediat

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

Have students expand or alter textbook or other printed explanations of history based on images they study. For more tips on using primary

http://www.loc.gov.teachers

LIBRARY PROBLEM

www.loc.gov/teachers/usingprimarysources/reso urces/Analyzing Photographs and Prints.pdf



How to Use the Primary Source Tool

Choose an image from Knowitall

Select
"Photographs and
Prints" as source

Complete the graphic organizer

Students use the "?" icon for prompts

Email responses to teacher

	<u></u>	∄Print Subscribe Share/Save ♀Give Feedback
PRIMARY SOURCE ANALYS	IS TOOL	OBSERVE
Use this tool to record your responses to a primary source If you need guidance, use the sample questions. Feel free	to go back and forth between the columns; there is no corr	rect order.
Select format of your primary source Any Format ▼		
OBSERVE •	REFLECT	QUESTION
Record responses here	Record responses here	Record responses here
FURTHER INVESTIGATION		
Record responses here		

www.loc.gov/teachers/primary-sourceanalysis-tool/





SOUTH CAROLINA'S PUBLIC BROADCASTING STATION

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