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PTS Teaching with Primary Sources

CASE #12

Scaffolding Primary Source Research and Analysis in an Undergraduate History Research Methods Course

AUTHOR

Kara Flynn
Research and Educational Services Archivist
University of Arkansas
kf025@uark.edu

LEARNING OBJECTIVES ENGAGED FROM *GUIDELINES FOR PRIMARY SOURCE LITERACY* BY THIS CASE STUDY

2.C. Distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that contain digital versions, originals, or copies of the sources themselves.

3.B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.

4.C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.

CASE STUDY LOCATION   Augusta University, Summerville Campus
Augusta, Georgia
https://www.augusta.edu/

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Introduction and Institutional Context

Special Collections and Institutional Archives (SCIA) is a department of the Reese Library on Augusta University's Summerville Campus in Augusta, Georgia. Augusta University is a four-year public research university in the University System of Georgia. In 2012, Augusta State University (now the Summerville campus of Augusta University) consolidated with the Georgia Health Sciences University and became Georgia Regents University, renamed Augusta University in 2015. The Summerville campus of the university serves a majority undergraduate population of roughly 5,000 students.

One full-time faculty librarian, one full-time staff position, and one student worker staff SCIA during the academic year. The primary goal of SCIA is to collect, maintain and preserve archival collections, photographs, maps, and published research materials such as books and serials related to Augusta University, the history of the local area, and the University System of Georgia. In partnership with the Augusta Richmond County Historical Society, which has a depository agreement with the Reese Library, SCIA maintains 4,900 book titles and more than 500 archival collections. In addition, the department maintains the library's rare book collection of 1,540 volumes.

SCIA plays an important role to advance research and teaching in the Humanities at Augusta University, furthering the overall library mission to provide resources and support in education, research, and scholarship. The special collections librarian serves as the liaison librarian to students in History, Anthropology, and Philosophy, and teaches a variety of instruction sessions. These sessions are offered for both undergraduate and graduate students and include traditional library and information literacy and research skills sessions, as well as workshop-style classes hosted in SCIA. The workshop-style sessions in the department focus on hands-on activities, analysis of primary sources, and small group and class discussions. Instruction sessions are planned in collaboration with the course instructor, generally in concert with an assignment or focused topic that will require use of materials from SCIA or online primary sources from other institutions. Past instruction sessions have generally been "one-shot" sessions, lasting 50 to 100 minutes. Due to the breadth and depth of material that faculty members in the History department want covered in these sessions, the special collections librarian began advocating for a scaffolded[1] class model involving two 100-minute class sessions. Although many faculty members cited a lack of time in the semester to include a two-part instruction session, one faculty member, Dr. Ruth McClelland-Nugent (a history faculty member teaching HIST 3001: Research Methods) was receptive to the idea and willing to pilot the scaffolded model with her HIST 3001 course in the spring of 2018.

This case study focuses on a two-session collaboration between Kara Flynn, former special collections librarian at SCIA, and Dr. Ruth McClelland-Nugent, a professor in the History department. The collaboration specifically supported the department's HIST 3001: Research Methods course. HIST 3001 is a foundational course taken by students who are history majors, or those who are considering pursuing the major. Students generally take the course in their second or third year, and it serves as a prerequisite to all upper-level history classes. The class has a different topic focus each semester, depending on the instructor's course design, and aims to teach students the basics of historical research and historiography, including how to access, analyze, interpret, and incorporate primary sources into historical research and writing. Students in the course are generally assumed by the instructor to have a basic background in secondary source research and writing, and most students in the class have

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[1] For more information, see "scaffolding" in *The Glossary of Education Reform*, https://www.edglossary.org/scaffolding/.

previously attended at least one library instruction session focused on secondary source research and research question development. The students in this course have one semester-long assignment, an eight- to ten-page research paper, which serves as most students' first attempt at integrating primary sources into the research process.

One of the challenges of teaching instruction sessions for the course is that faculty make assumptions about students' existing skill level for research, whereas in reality students have a range of experience and background in research and writing, and most are new to the discipline of history. Because of these discrepancies, previous SCIA sessions for HIST 3001 have sometimes focused on introductory-level skills that do not necessarily provide students with all the tools they need to be successful in the class. With this in mind, Dr. McClelland-Nugent expressed a desire to have students review research skills basics during their sessions in SCIA: she wanted them to learn the differences between primary and secondary sources; how to search for primary sources online from a variety of institutions; and she wanted to give students the chance to interact with primary sources (something not offered by the previous special collections librarian). Dr. McClelland-Nugent would then herself teach how to integrate primary and secondary sources into a research paper throughout the course of the class. Thus, Flynn and Dr. McClelland-Nugent's primary goal with the SCIA sessions was to build students' confidence in being able to identify, find, and analyze primary sources, both online and in person (objectives 2.C. and 3.B.), and ensure that students would be able to use the background information about time period and cultural context that they were learning in class to "situate a primary source in context" (objective 4.C.).

Narrative

During the spring semester of 2018, HIST 3001 focused on the history of the Augusta area from Reconstruction through the early years of the Jim Crow era. Seventeen students were enrolled in the course. In support of semester-long work on their research papers, the HIST 3001 students came to the library for two instruction sessions. The first, held in the library's instruction room, was an introduction to the functions of archives, the basics of doing research with primary sources, and best practices for handling archival materials. The second, held one week later, was a hands-on workshop hosted in the SCIA reading room. Due to the focus of the HIST 3001 course on historical topics within a local context, it was important to both the course instructor and the special collections librarian that the instruction sessions focus on enabling students to draw from primary sources within the institution in their research papers. The instructor's enthusiasm for utilizing the primary sources available to students on campus, paired with Flynn's existing liaison relationship to the instructor's academic department, contributed to the success of the planning process. Because this was the first collaboration, clear, open, and consistent communication was particularly important.

Flynn met with Dr. McClelland-Nugent two times over the course of the preceding semester and corresponded regularly via email. In the first meeting Flynn learned more about the instructor's overall goals for the course and received a copy of the course syllabus and the final research paper assignment. The instructor stressed that she wanted the students to come away from the sessions with a broad understanding of what archives are and how they work, as well as the ability to search for and access primary sources online from institutions beyond Augusta University. This informed Flynn's application of learning objective 2.C., and the first session was designed to focus exclusively on meeting this objective.

In the second meeting, Flynn and the instructor reviewed and discussed a number of primary sources for potential inclusion in the workshop session, ultimately agreeing on which to include, and brainstormed discussion questions to include on the handout in the second session. During this second meeting, Dr.

McClelland-Nugent expressed a desire that students be able to effectively contextualize primary sources using knowledge they were learning in class about the time period and culture in which those sources were created. The instructor noted that in previous semesters, students would cite primary sources in their bibliographies but would not tie those primary sources together with their secondary source research or readings from class. Based on this discussion, Flynn selected learning objective 3.B. to ensure that students were critically reading primary sources and were able to "identify and communicate information found in primary sources," and learning objective 4.C. to ensure that students would be able to situate the primary sources they viewed in the second session within the time period and cultural context that they were learning about in more detail in the course.

Both planning meetings took place during the fall semester of 2017, in the wake of the Unite the Right Rally in Charlottesville, Virginia.[2] During this time, there was heated discussion in the local community, on campus, and across the nation about the removal of confederate monuments. Due in part to the issues students were already grappling with when it came to this topic, Flynn and Dr. McClelland-Nugent decided that Augusta's confederate monument would provide a useful framing for a study of the history of the Augusta area from Reconstruction through the early years of the Jim Crow era. This frame helped narrow the field of primary sources for inclusion in the workshop session and provided a way for students to draw connections between the past and present in class discussions. Flynn and Dr. McClelland-Nugent ultimately selected five primary sources from the collections: a 1920 speech from the Confederate Survivors Association records; minutes of the Ladies Memorial Association (1872–1883) that discussed the erection of the confederate monument in downtown Augusta; a few pages of the memoirs of Berry Benson, the man featured on the top of Augusta's confederate monument; a newspaper article from 1876 regarding the Hamburg Massacre across the river in South Carolina;[3] and a treatise entitled *Slavery and the Race Problem*, written by William Henry Fleming and published in 1906.[4]

In the first session with the class, Flynn began with a general overview of the functions and value of archives before moving on to a review of online resources and an in-class activity for the students. She led a guided overview of the databases available through Augusta University, including the Archon database used by SCIA for their finding aids, databases for other regional institutions, and national databases such as the Digital Public Library of America. Flynn also reviewed the structure of a finding aid, pointing out the information available in various sections. Additionally, she offered students examples of potential search strategies to try, which students then used to locate resources pertinent to their selected topics during the session's in-class activity. To help guide the in-class activity, students were provided with a handout of online resources where they might want to look for sources (see Appendix 2). Each student was then assigned a topic, event, or historical figure and asked to search for related primary sources. They used a Google form (see Appendix 3) to record their search strategy and outcome (objective 2.C.), and to provide feedback at the end of the session.

For the second session, held one week later in the SCIA reading room (see the lesson plan for this session in Appendix 4), students broke into small groups and rotated through the five sources selected

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[2] For more information, see "Unrest in Virginia," *Time*, https://time.com/charlottesville-white-nationalist-rally-clashes/. Accessed March 17, 2020.

[3] For additional information on the Hamburg Massacre see "Massacre at Hamburg (1876)," *Facing History and Ourselves*, https://www.facinghistory.org/reconstruction-era/massacre-hamburg-1876. Accessed March 17, 2020.

[4] William Henry Fleming, *Slavery and the Race Problem* (Boston: Dana Estes & Company, 1906), https://archive.org/details/slaveryraceproblem00flem/page/n3. Accessed March 17, 2020.

by Flynn and Dr. McClelland-Nugent. Groups spent about fifteen minutes with each source. A discussion handout (see Appendix 5) asked students to gather the following information about each of the sources they analyzed with their small group:

- What are your initial reactions to this source?
- What made you feel or think about the source in that way?
- In what context was this source created?
- Who wrote the source?
- How might the author have influenced this source? (objectives 3.B. and 4.C.)

Students were encouraged throughout this activity to use their phones or laptops to seek additional contextual information from reliable online sources such as the *New Georgia Encyclopedia*, the collection finding aid, or library catalog records to place primary sources in context (objective 4.C.). Once everyone had rotated through the five sources, they came together for a class discussion led by Flynn.

Class discussion topics were listed on the discussion handout (see Appendix 5) and included the following questions:

- What similarities did you find between these sources?
- Were there any patterns or trends you identified?
- Did any of these sources strike you as different from each other, and in what ways?
- How was reading and interacting with these sources similar to reading a history textbook, and how was it different?

After asking students to share their initial reactions and findings from their group work, Flynn used these questions to spark discussion with the class. The goal of using a discussion-based, constructivist approach for this second session was to enable students to actively pursue objective 3.B. Asking students to first work with each other to identify the information found in the primary sources, and then to summarize and report that information to their peers through class-wide discussion, allowed students to actively participate in this learning process. The class-wide discussion led by Flynn helped to model for students the process of summarizing information (objective 3.B.) and contextualizing primary sources (objective 4.C.), a process the students would need to replicate in their research papers. Additionally, asking students to discuss ways in which sources were similar, and to identify any patterns or trends between sources, helped students situate the sources they analyzed in context (objective 4.C.).

Results

Assessment of the sessions was gathered in a variety of ways. For the first session, students used an online Google form (Appendix 3) to guide them through the research process, and were asked to record information on their topic, what search terms they used, what databases or other online portals they used to search for primary sources, and a link to the online primary source they found as a result of their search process. The form also asked for basic feedback on the session itself. The responses to these forms were gathered and analyzed after the session. Of the seventeen students in the session, fourteen were successful in finding a primary source related to their topic through their online search. The remaining three students ran out of time to find a primary source on their topic but were still able to practice refining their search terms for future searching on their own. Each student recorded learning at least one new skill during the session. Students were asked to rate the usefulness of the session on a

sliding scale, one being not at all helpful, and five being very helpful. Of the seventeen students, three students assigned the session a rating of four, and fourteen students gave the session a rating of five.

During the second session, assessment was collected through both a discussion handout (Appendix 5) and a formal reflection and feedback survey (Appendix 6). Students used the discussion handout to guide their small group analysis and discussion of the sources they reviewed during the session. An informal analysis of the responses from their handouts revealed that groups were generally successful in conducting a basic investigation and analysis of their primary sources: students were able to gather basic contextual information from the source (author, date, the historical/cultural context in which the source was created). In the class discussion, students expressed concern and discomfort about physically handling primary sources due to fear of causing physical damage to the item, and some expressed frustration in reading nineteenth-century handwriting. Students also reported discomfort and frustration in dealing with some of the subject matter covered in the sources, specifically to do with Civil Rights violations and racism. However, this frustration provided a useful opportunity for larger class discussion about the complications and implications of working with primary sources. Through their feedback forms, students reported that the workshop had generally helped them gain a better understanding of the era their sources focused on. Students were again asked to rate the session on a sliding scale of one through five, with two students rating the session as a four, and eleven students rating the session as a five.

Lessons Learned

Flynn felt that this two-session approach served as a successful pilot of the scaffolded class model detailed in this case study. During the following semester, Fall 2018, she was able to adapt and expand upon the model to fit the parameters and focuses of a different iteration of the class. While this model has thus far been applied only to the HIST 3001: Research Methods course, Flynn hopes to encourage other faculty members in the History, Anthropology, and Philosophy Departments to consider integrating a similar model into other upper-division courses as well.

By the end of first session, which focused on orienting students to archives and special collections and searching for primary sources online, most students were able to distinguish between catalogs, databases, and other online resources that contain information about sources versus those that contain digital versions, originals, or copies of the sources themselves (objective 2.C.). With this background information under their belts, students were better prepared to do item-level analysis (objective 3.B.) and to begin to draw connections between sources and contextualize them (objective 4.C.) during the second session.

By the end of the second, discussion-based session in which students analyzed physical primary sources in person, students were successful in situating a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, and publication history; or related materials in a collection (objective 4.C.). They were also able to "identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is" (objective 3.B.). Having students first work in small groups before coming together for a class discussion also seemed to help students who may have otherwise struggled with the exercises on their own. Anecdotally, several students reported during the class discussion that hearing another student's perspective on a source, particularly someone they had not worked with during small group discussions, helped them to gain a better, more nuanced understanding of the sources they analyzed.

The course instructor felt that the sessions were especially beneficial to students in this course as they provided a solid background in doing research with primary sources, an important skill for the students to begin building early in their college careers. One of the issues the course instructor reported later in the semester was that students sometimes struggled to incorporate primary sources appropriate to their topic or struggled to move beyond a cursory analysis of the primary sources when they tried to incorporate them in their research papers.

Flynn has focused on trying to address this issue while teaching similar sessions for the HIST 3001: Research Methods course during the Fall 2018 semester. The time constraints and limited nature of Flynn's engagement with students in this scaffolded model presented a barrier to linking a close reading of primary sources with a more complex, in-depth analysis by the students. While able to cover content in greater depth than through the traditional "one-shot" instruction session, time remained an issue when it came to providing students with sufficient opportunity to analyze and discuss the primary sources.

One approach Flynn used during the following semester to ameliorate this issue was to select sources for five stations as in the first iteration but have each small group of students analyze the primary sources at a single station and then present to the class about the materials they analyzed. This allowed students to delve more deeply into the primary sources in front of them rather than limiting their time by having each group rotate through all the sources, and it required students to synthesize multiple sources together when they presented their findings to their classmates. During the in-class discussion, students had to think more critically about how to draw connections between the different themes in the primary sources each group was assigned to analyze. For example, in the Fall 2018 sessions, students were asked to think about how they might use primary sources related to urban development in Augusta and primary sources related to disability and accessibility to make an argument about how cities during the early to mid-twentieth century dealt with disability and accessibility issues.

Additionally, Flynn updated the small group discussion questions used in the handout with new questions, including:

- What types of sources are included in this group and what years are they from?
- Who wrote the source and how might the author have influenced this source?
- In what context was this source created?
- What similarities or themes do you see between these sources?
- How are they different?
- What potential research topics could you see emerging from these sources?

The goal of these modifications was to better enable students to identify and communicate information found in primary sources (objective 3.B.), and to help them practice the process of contextualizing primary sources within a given time period and cultural context (objective 4.C.). According to Dr. McClelland-Nugent, these modifications helped student be more successful outside of the session when they begin analyzing sources and writing research papers on their own.

A potential modification that Flynn has not yet tried would be hosting the sessions later in the semester and spacing the sessions further apart, so that students would be further along in the class before their SCIA sessions and would have had more opportunities to do secondary source research prior to the second session. This would allow them to come to the sessions with a better understanding of doing historical research, perhaps with a research paper topic already in mind. In order for the students to be

truly successful in their research papers, Flynn and Dr. McClelland-Nugent might also spend time adjusting the learning objectives for the two-part sessions. While time will always be an issue, if Dr. McClelland-Nugent covered a few introductory learning objectives during class time, especially learning objective 2.C., more time in the SCIA sessions could focus on analyzing and contextualizing primary sources. This would allow Flynn to spend more time in the SCIA sessions focusing on learning objective 4.B. and to incorporate learning objective 5.A.: "examine and synthesize a variety of sources in order to construct, support, or dispute a research argument." A focus on these learning objectives might prove more useful in terms of preparing students to write their papers.

Both Dr. McClelland-Nugent and Flynn are committed to continued collaboration and to the belief in the importance of building students' skills in searching for, identifying, and incorporating applicable primary sources into their history research and writing. When students see their course instructor actively engaging with Flynn (who also serves as their subject liaison librarian), it not only makes the librarian more visible to the students, but also indicates to the students the importance of both the physical resources available in the library and the importance of Flynn as a key partner in learning and research. A few of the students from both the initial pilot session in Spring 2018, and the later Fall 2018 sessions, returned to Special Collections throughout the semester while working on their research papers to seek help refining their topic or to use the primary and secondary sources available in SCIA. While sessions in SCIA can provide students with useful introductions to primary source analysis skills, the continued relationship and the research consultations that result from such sessions arguably do more to ensure that students are successful in their research and writing process than one or two instruction sessions.

Appendix 1

Lesson Plan, Session # 1

Type of session: Archives-specific Library Instruction (session 1 of 2)

Class: HIST 3001

Date: January 24, 2018

Objectives:

1. Students will become familiar with finding aids as an archival "genre."

2. Students will become familiar with best practices for working with archival materials.

3. Students will distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that contain digital versions, originals, or copies of the sources themselves.

Supplemental Materials

-   Anatomy of a Finding Aid (from Purdue)

-   Archon: http://archive.aug.edu/archon/

-   Online resources:

    o   Early English Books online http://eebo.chadwyck.com/home

    o   **World Digital Library** https://www.wdl.org/en/ Can search for items by state.

    o   **Digital Public Library of America (DPLA)** https://dp.la/

    o   Artstor (find in online databases): you can browse by "classification." Particularly helpful for photographs.

    o   Hathi Trust (mostly for rare books)

    o   Ancestry.com (helpful if you wanted to research a specific person)

    o   Georgia's Virtual Vault through the USG http://vault.georgiaarchives.org/

    o   Georgia Historical Society http://georgiahistory.com/research-the-collection/search-our-collection/

    o   Low Country Digital Library (SC) http://lcdl.library.cofc.edu/

    o   New Georgia Encyclopedia—Special Collections section http://www.georgiaencyclopedia.org/ (This site includes exhibits on specific topics, but isn't as helpful for searching)

Introduction

- Who am I / What I do

- Introduce objectives for the day

- Can anyone tell me the difference between a primary and secondary source?

Lesson

- *Using Archives & Special Collections* PowerPoint
    - Introduction to best practices, how to use archives/special collections, difference between primary & secondary sources

- Discussion of Finding Aids
    - Review the Purdue annotated finding aid

- Review Online resources for primary source materials
    - Using handout (digital libraries & resources)
    - Do some searching in various databases

- Individual search activity (Google form)

Assessment

Have students fill out the Google survey before they leave

Appendix 2: Digital Resources Handout, Session #1

Finding Primary Sources Online

Early English Books Online (EEBO) http://eebo.chadwyck.com/home

Early English Books Online contains full-text images of books, pamphlets, and broadsides published in England, Scotland, Ireland, Wales, and British North America between 1473–1700, as well as works published in English throughout the rest of the world.

*This resource is a subscription service. You will need to be on campus or logged in with your Augusta University credentials to use it.

World Digital Library https://www.wdl.org/en/

The World Digital Library provides free access to manuscripts, rare books, maps, photographs, and other important cultural documents from all countries and cultures.

Digital Public Library of America (DPLA) https://dp.la/

The DPLA is an online library that partners with cultural institutions (museums, archives, libraries) from across the US to make their collections accessible online. You can explore their resources through curated exhibits, by location, or by date, or you can use your own search terms to search more generally.

Artstor http://library.artstor.org/#/

Artstor is an image database featuring a range of images from the world's leading museums, photo archives, scholars, and artists. Artstor allows you to browse by "classification." Classifications you may want to explore include: Manuscripts and Manuscript Illuminations; Maps, Charts, and Graphs; Photographs; or Architecture and City Planning.

*This resource is a subscription service. You will need to be on campus or logged in with your Augusta University credentials to use it.

Hathi Trust https://www.hathitrust.org/

This digital library partners with cultural institutions to digitize rare or out of print books, as well as some government documents. Most items digitized by Hathi Trust are available in full text.

Ancestry.com https://www.ancestrylibrary.com/

Ancestry can be a helpful way to learn more about a particular person you may come across in your research, especially if they are not a well-known historical figure.

*This is a subscription service. The library has an account, but you will need to access it from on-campus in order to use it.

Georgia's Virtual Vault http://vault.georgiaarchives.org/

This "virtual vault" makes available primary sources housed in the Georgia State Archives. The best way to look for materials is to search using various search terms, though you can also browse by collection.

Low Country Digital Library (SC) http://lcdl.library.cofc.edu/

This digital library offers access to manuscript collections from various institutions in South Carolina. You can browse by media types (audio, books, manuscripts, maps, etc.), by collection, and by institution, or you can search all collections for your keywords/search terms.

New Georgia Encyclopedia— Special Collections section http://www.georgiaencyclopedia.org/

The New Georgia Encyclopedia is a great reference resource and can be a starting point for your research. In addition, they do have some digitized primary source materials available in the form of online exhibits, which you can view by clicking on the "Special Collections" tab.

Augusta Chronicle Archives

If you are researching a local event or topic, the Augusta Chronicle Archives can be invaluable. The library has a subscription to this database, so you will need to use it on campus or by signing in to your library account. You can search within specific date ranges and for particular article types.

Appendix 3

In-Class Activity (Google Form), Session #1

In your own words, how would you explain to someone else what a finding aid is?

Using the subject assigned to you, complete the following activity.

- What topic were you assigned?

- Using some of the resources we discussed today, search for that topic. What sites or databases are you using?

- What keywords did you search for?

- Copy and paste a link for a primary source you found related to your topic, and write a brief description about the source.

- If you weren't able to find a primary source on your topic, where else might you look? What other strategies might you try if you had more time?

Feedback

How helpful was today's session? (1=not helpful, 5=very helpful)

      1   2   3   4   5

What is one new thing you learned about today?

Is there anything you would have liked to have spent more time on?

Appendix 4

Lesson Plan, Session #2

Type of session: Special Collections session (session 2 of 2)

Class: HIST 3001

Date: January 30, 2018

Objectives:

1. Students will practice best practices for handling archival materials.

2. Students will be able to identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.

3. Students will be able to situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, and publication history; or related materials in a collection.

Supplemental Materials

-   MSS003 Confederate Survivors Association records:
    1920 speech personifies Georgia as abused woman/rape victim

-   MSS 089 Ladies Memorial Association records, 1872–1883, 1904–1924:
    Particularly minutes that discuss erection of Civil War Monument

-   ARCHS 100 Berry and Charles Benson papers:
    Portion of Berry Benson's memoirs

-   Augusta Chronicle Articles:
    Hamburg Massacre (1876)

-   SC E185.61.F59 *Slavery and the Race Problem in the South*
    Written by William Henry Fleming (published 1906), an American politician and lawyer, born in Augusta, practiced law here during 1880s, was later a congressman.

Introduction

-   Background on the archival profession

-   Introduce objectives/plan for the day

-   Review best practices for archival handling from last week

Lesson

- Quick review of best practices, how to use archives/special collections
    - Include information about preservation practices
- Have each group rotate through the five primary sources and answer the following questions for each source:
    - What are your initial reactions to this source? What made you feel or think about the source in that way?
    - In what context was the source created?
    - Who wrote the source? How might the author have influenced this source?
- Reconvene for collaborative class discussion. Have each group share their reactions. Further questions for class discussion:
    - What similarities did you find between these sources? Were there any patterns or trends you identified?
    - Did any of the sources strike you as different from each other? In what ways?
    - How was reading/interacting with these sources similar to reading a history monograph or textbook? How was it different?
- Reflect on the process:
    - What can we take away from this experience?
    - How might what we talked about today influence the way you read/approach primary sources in the future?

Assessment

Have students fill out the Google survey before they leave.

Appendix 5

Discussion Handout, Session #2

HIST 3001: Small Group Discussion Questions:

For each group of sources, spend some time reading and investigating it with your group members, then take some notes on the following questions.

1. What are your initial reactions to this source? What made you feel or think about the source in that way?

2. In what context was this source created?

3. Who wrote the source? How might the author have influenced this source?

Questions for Class Discussion:

- What similarities did you find between these sources? Were there any patterns or trends you identified?

- Did any of the sources strike you as different from each other? In what ways?

- How was reading/interacting with these sources similar to reading a history monograph or textbook? How was it different?

Appendix 6

Assessment (Google Form), Session #2

How might what we talked about today influence the way you read/approach primary sources in the future?

Did the discussions today (either in your group, or as a class) influence the ways you thought about the sources you looked at? If so, how?

Did you feel that the sources you looked at today helped you better understand the time period(s) your group focused on? If so, how?

How helpful was today's session? (1=not helpful, 5=very helpful)

1   2   3   4   5

What is one new thing you learned today?

Is there anything you would have liked to have spent more time on? If so, what?