

*Engaging Students with Primary Sources***Name:** Ashley Darland**School or Institution:** South Carolina Historical Society**Projected Date for Implementation:** June 2016

**Overview** This workshop session will provide strategies for promoting student engagement with primary sources. An emphasis is placed on South Carolina history-related primary sources and how to analyze these sources using the Library of Congress's Primary Source Analysis Tool.

**Essential or Investigative Question** How do we get students to respond to primary sources?

**Audience**

This activity is best suited for educators of Grades 6-8  
This activity is best suited for educators of the following content areas:

- General
- Social Studies

**Time Required** 90 minutes

**Goal**

Teachers will be equipped with updated strategies on how to teach South Carolina history using primary sources from the South Carolina Historical Society and the Library of Congress. An emphasis will be placed on instructional methods that will increase student engagement and inquiry by using the primary source analysis tool. The sources cover a range of South Carolina history topics, and also showcase the SC Historical Society's invaluable collection.

**Standards**

AASL

- 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.

**Objectives**

By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Analyze a primary source using Library of Congress tools.
- Facilitate a primary source analysis using Library of Congress tools.
- Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

**Digital Resources**

**Primary sources:** This workshop will utilize primary sources relating to South Carolina history from the South Carolina Historical Society and the Library of Congress.

**Other resources:**

- *Library of Congress Primary Source Analysis Tool*  
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
- *Why use Primary Sources?*  
<http://www.loc.gov/teachers/usingprimarysources/whyuse.html>



**Classroom Materials** *Smart Board/Projector*  
*Handouts of Primary Source Analysis Tool and primary source print outs from SCHS*  
*Flipchart for teacher ideas/feedback*

- Preparation**
- Visit [www.schistory.org](http://www.schistory.org) for background information on the South Carolina Historical Society
  - Read the Library of Congress's "Why Use Primary Sources" guide <http://www.loc.gov/teachers/usingprimarysources/index.html>
  - Practice on your own with the LOC's primary source analysis tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>
  - Become familiar with the context of SCHS primary sources used in this activity
  - Prepare technological equipment to display primary sources on screen or projector (PowerPoint presentation can be provided by SCHS)
  - Room arrangement—you'll need a display table where teachers can choose their own primary source to use. Also the room needs to be set up for a cooperative learning environment.

### Procedure

- 1) Introduction: Welcome educators and let them know the expectations (see goals above) for this mini-PD workshop. We'll be looking at primary sources related to important events in South Carolina history from both the South Carolina Historical Society and the Library of Congress. We'll be analyzing the sources with the Library of Congress' Primary Source Analysis Tool. Explain the benefits of teaching with primary sources, outlined by the Library of Congress here: <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> Also ask teachers if they use primary sources in their classroom, and if so, what do they find to be most beneficial in their lessons and activities. Write these ideas down on the flipchart for everyone to see.
- 2) Let's get up and moving! Have a table already set up with primary sources scattered around on them (attached at the end of this lesson). Ask a teacher to choose one primary source. Once they have chosen, ask them to find others that have the same source as they do. This will be the group they will be working with.
- 3) We're going to analyze the primary source in your groups using the Library of Congress' Primary Source Analysis Tool. We'll go through these steps together. The facilitator will explain each one and then let groups work together. Show the participants the written version of the analysis tool in addition to the online version of the Library of Congress tool. <http://www.loc.gov/teachers/primary-source-analysis-tool/> Remind teachers that by selecting the type of primary source in the drop-down menu the questions will change that appear in the analysis boxes.

### Observe

- Draw on students' prior knowledge of the topic and ask students to identify



and note details. You may need to prompt students to find details.

- What do you notice first?
- What do you see that you didn't expect?
- Find something small but interesting.
- What do you notice that you can't explain?
- What do you notice that you didn't earlier?
  - Take a couple of minutes with your teammates to answer these questions.

### Reflect

- Encourage students to speculate about the source, its creator, and its context.
- Where do you think this came from?
- Why was this made?
- What was happening during this time period?
- Why do you think this item is important?
- If someone made this today, would it be different?
- What does the creator do to get his or her point across?
- What was this primary source's audience?
- What biases or stereotypes do you see?
  - Take a couple of minutes with your teammates to answer these questions.

Question—What do you wonder about? What questions do you have about this source that are left unanswered?

- Who, What, When, Where, Why...
  - Take a couple of minutes with your teammates to answer these questions.
  - This is a non-linear process. Take a minute or two with your group to go back over the worksheet and the primary source, and add anything else you have not noticed the first round.

- 4) Time to share! Teacher groups will present their primary source and what they wrote on the analysis worksheet for the three areas: observe, reflect, question. Their source



will be shown on a projector so the entire class can see the source. The leader may want to provide some more contextual information about each source if time allows.

- 5) As we wrap up the workshop, we'll talk about ways in which we can incorporate a primary source analysis activity into the classroom.
  - a. Beginner level: Have students compare two related primary source items.
  - b. Intermediate level: Have students expand or alter textbook explanations of history based on primary sources they study. Ex.
  - c. Advanced level: Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.
  - d. Arts emphasis: Depending on the type of source, combine an art-integrated activity with the primary source. For example, if you are studying a manuscript, letter, or newspaper, have students create "found poetry" based on the words on the page. For a photograph or other visual item, ask students to write a fictional account of what took place 5 minutes before the photograph was taken.
  - e. If time allows, ask teachers to brainstorm other ideas. Write those down on the flipchart.
- 6) Lastly, let teachers know there are lots of resources available to them, and point them to [loc.gov/teachers](http://loc.gov/teachers).

**Assessment/  
Reflection**     *An exit survey will be provided for teachers to complete.*




Indenture Contract  
C. 1744

**This Indenture** Witnesseth, That  
*Michael Gyger*  
of his own free Will and Accord  
for and in Consideration of  
*The Sum of Seven Pistoles* paid by  
*Culeh. Golightly* for his passage and fifteen and a half  
*months* at the expiration of the term of years hereafter made  
hath bound and put himself, and by these Presents doth bind and put  
himself Servant to the said *Culeh. Golightly* his Attorneys  
Executors, Administrators or Assigns, to serve him the said *Culeh. Golightly*  
his Attorney Executors, Administrators or Assigns, in the  
Province of South-Carolina, for and during the full Term of *Three Years*  
next ensuing the Date hereof. During which Time the said  
*Michael Gyger* shall behave himself obedient and faithful  
in all Things, as a good and dutiful Servant ought to do. And the said  
*Culeh. Golightly* his Executors, Administrators or Assigns,  
shall provide the said Servant during that Time with sufficient Meat,  
Drink, *cloathing*, Lodging and Washing, *fit and necessary*  
for him in the Station of a Servant.

In Witness whereof both Parties have hereunto interchangeably set their  
Hands and Seals the *Second* Day of *January* Anno Domini  
One Thousand Seven Hundred and Forty *Four* and in the *City of Charleston*  
Year of his Majesty's Reign.

Signed, Sealed and Delivered  
in the Presence of  
*John D. ...*  
*Michael Gyger*

*for Culeh. Golightly*  
*J. Gibbes*






List of enslaved laborers, St. Michael's Church  
C. 1750-1761

Owners	Slaves	1752 October																			November 1752												Total
		10	11	12	13	14	16	17	18	19	20	13	16	17	18	20	21	22	23	24	25	27	28	29	30								
J. Marych	Sandy	1	1	1	1	1	1	1	1	1														1	1	1	✓	13					
B. Marych	Cain			1	1	1	1	1	1	1									1	1	1	1	1	1	1	1	1	✓	19				
R. Brewster	Blackwade	1	1	1	1	1	1	1	1	1																		✓	9				
T. Doughty	Simon	1	1	1	1	1	1	1	1	1																		✓	20				
	Sung	1	1	1	1	1	1	1	1	1																		✓					
D. Bourget															1	1	1	1	1	1					1	1	1	✓	15				
J. M. Call	Harry														1	1	1	1	1	1				1	1	1	✓	13					
J. Dobell	Simon														1	1	1	1	1	1				1	1	1	✓	13					
M. D. Prioleau	Abram																									1	1	✓	3				
B. Martin	Cuffe																									1	1	✓	2				

Owners	Slaves	1752 December																							Total		
		1	2	4	5	6	7	8	9	11	12	13	14	15	16	18	19	20	21	22	23						
J. Marych	Sandy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	20
B. Marych	Cain	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	19
D. Bourget	Moss	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	19
J. M. Call	W. Harry	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	15
J. Dobell	Simon	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	20
M. D. Prioleau	Abram	1	1	1	1	1	1	1										1	1	1	1	1	1	1	1	✓	13
B. Martin	Coffee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	20
T. Doughty	Key				1																					✓	1

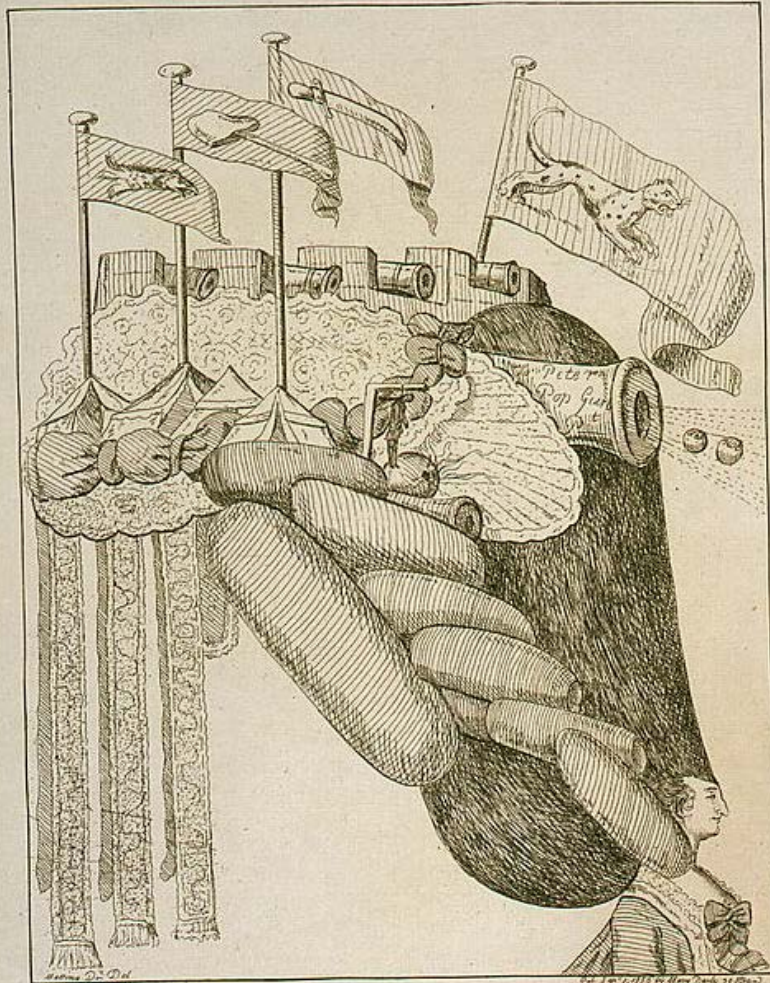
  

Owners	Slaves	1753 January																															Total			
		1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	20	22	23	24	25	26	27	29	30	31							
J. Marych	Sandy											1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	16 <sup>0</sup>	
B. Martin	Cuffe											1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	16 <sup>2</sup>	
D. Bourget	Moss											1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	17	
M. D. Prioleau	Abram											1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	5	
B. Marych	Cain																1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	14	
J. Dobell	Simon																1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	18	
T. Weaver	Weiss																	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	✓	15	
F. Doukly	Sancho																																		✓	2 <sup>8</sup>





Miss Carolina Sullivan

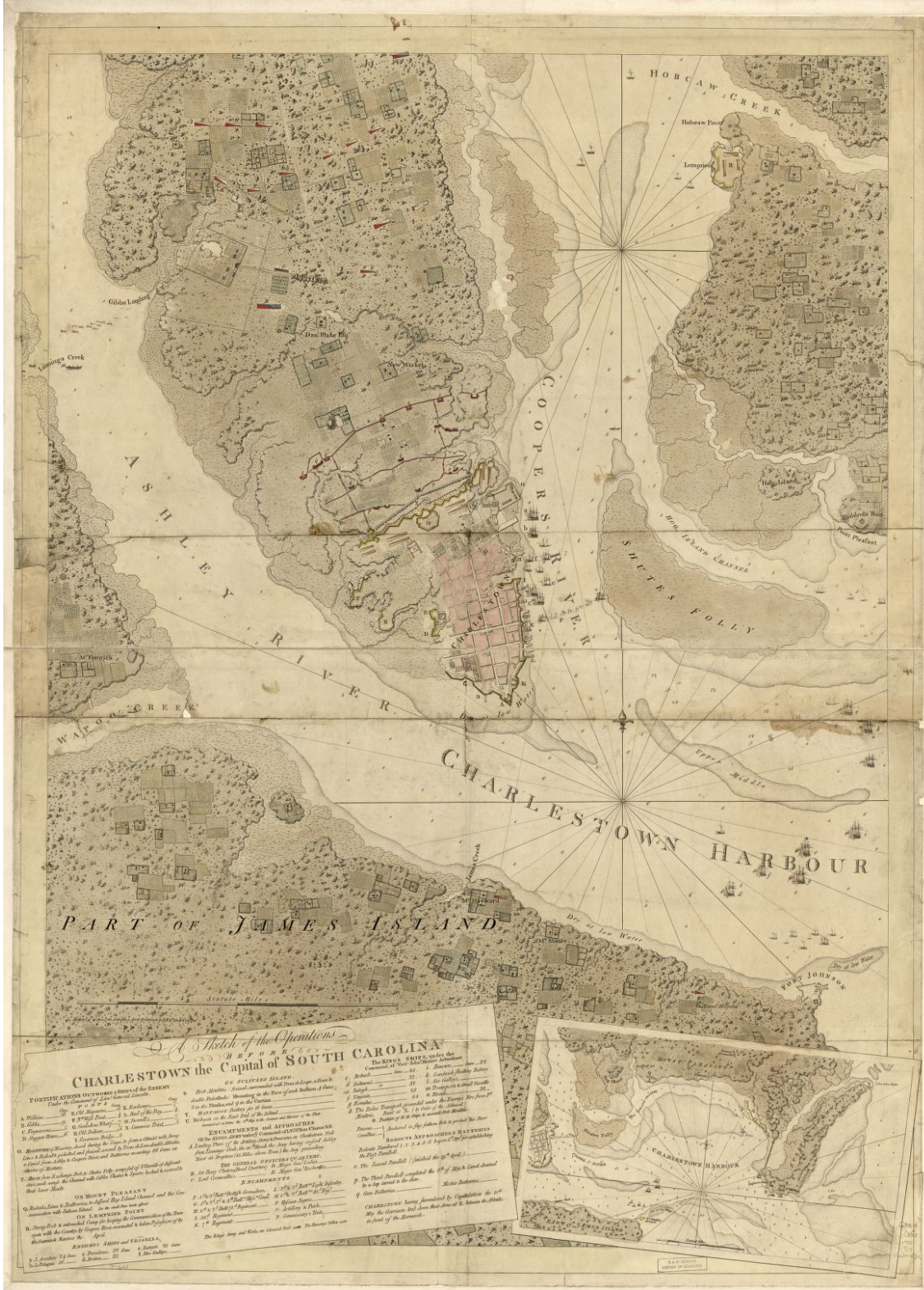


Miss CAROLINA SULLIVAN  
one of the obstinate daughters of America, 1776.





A sketch of the operations before Charlestown, the capital of South Carolina.







Aetna Slave Policy  
C. 1856

AGENCY AT *Charleston S.C.*

No. of Policy, *60.*

SLAVE POLICY.

Aetna Life Insurance Company,  
OF HARTFORD, CONN.

Benefit of *S. M. & E. Watson*

Date *August 11<sup>th</sup> 1856.*

Term *Three months.*

No. Insured *one*

Sum Assured *\$ 600-*

Amount of Premium *\$ 12.50*

Extra

Examination *1*

Policy *1*

*\$ 15.50*

Register Book *1* Page *11*

Expires *August 11<sup>th</sup> 1857*

Issued *August 11<sup>th</sup> 1856*

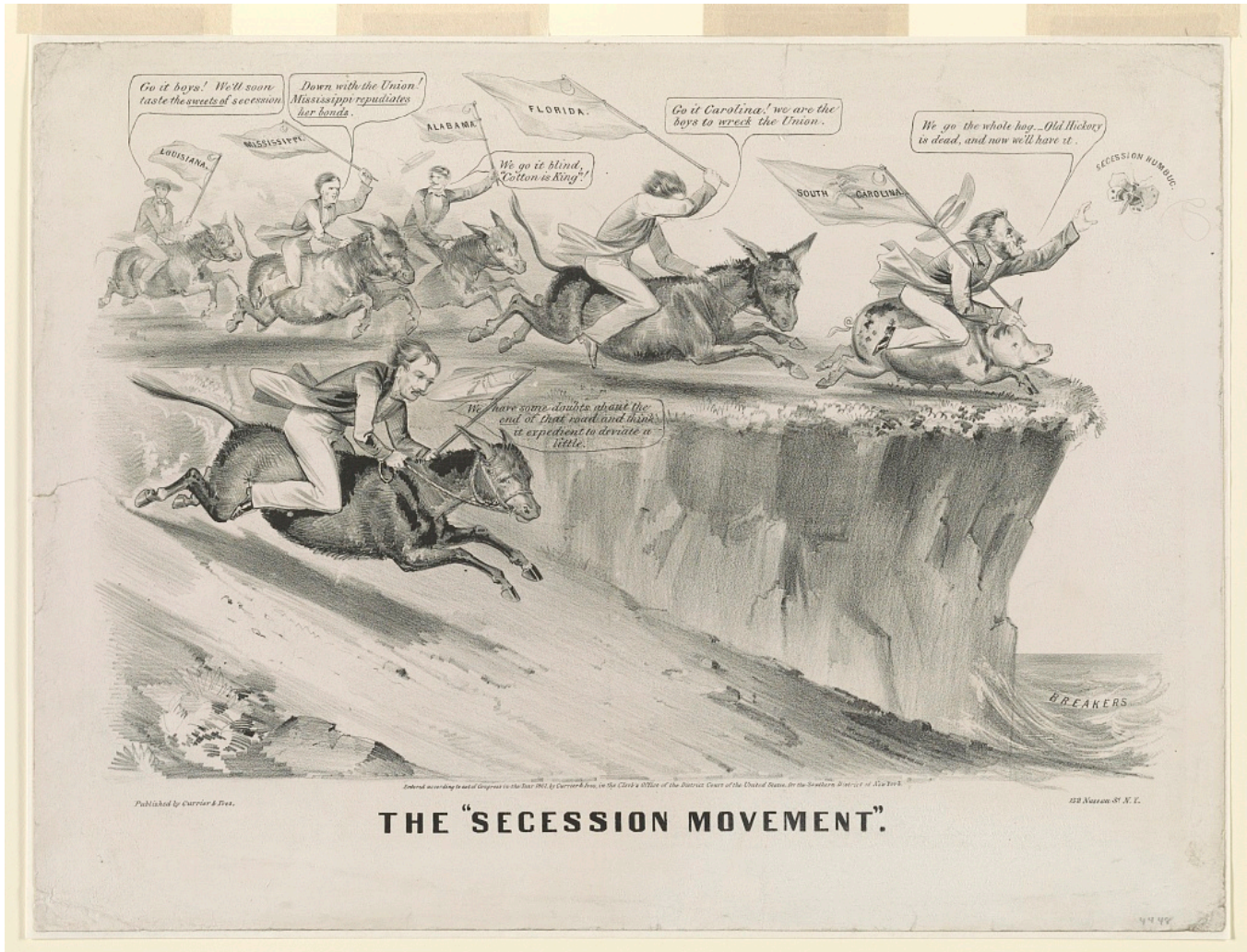


General Thomas F. Drayton's Slaves  
Photograph Ca. 1861-1865





The "Secession Movement"





**Marine Corps Poster**  
C. 1915

# MEN WANTED

**FIRST AT THE FRONT**

## U. S. MARINE CORPS

It's a two-in-one service—both naval and military—and its members do duty on land and sea. Marines serve in many parts of the world. They have stations in China, Philippine Islands, Guam, Cuba, Hawaiian Islands, Nicaragua, Haiti, etc., and in addition, serve on first-class warships and in navy yards at home. There is an excellent opportunity to

### Travel and Earn Good Pay

The Government furnishes food, clothing, and medical attendance free. Traveling expenses are paid by Uncle Sam.

It's a splendid out-of-door physical training for any young man. These are some of the advantages offered by the Marine Corps service and the others will be explained if you call or write. There's a free illustrated booklet for the asking.

### U. S. MARINE RECRUITING STATION

MARINE BARRACKS, NAVY YARD, CHARLESTON, S. C.

*John Bennett Collection*





Draft of Scarlet Sister Mary  
Author: Julia Mood Peterkin  
C. 1925

(Ta)

Mary must remember all this when she started her own house-keeping, for

Many a good husband has been ruined by his wife's bad cooking. Men must be fed right, ~~be~~ they get cross and mean. Most men are what their wives make 'em. Now a quicker, spryer fire would ~~give~~ give more light to see by, but a ~~rapid burning~~ rapid burning fire scorches victuals before they get done clear through to the middle, and <sup>it</sup> leaves little black smutty coals all through its ashes.

Slow and sure is better. Take time and do the work well. That's the way for fire and people too to get on. ~~Do~~ Do your work while the sun shines, then you don't have to strain your eyes to try to see at night, and the fire doesn't have to burn so bright.

There is no better friend than a fire <sup>you</sup> if you treat it right. None in the world. Not everybody stops to think about that. A lot of the people living right on ~~the~~ the plantation let their fires get cold and die every night and then start new ones in the morning with store-bought matches. That is bad luck and ~~is~~ <sup>is</sup> risky. You never know what kind of fire you are getting, and a fire that is wrong can do a lot of mischief. <sup>Store bought matches</sup> ~~Store bought matches~~ have sulphur and brimstone in ~~them~~ <sup>them</sup>, the same as ~~these store-bought matches~~ <sup>the fire in hell</sup>. People ought to be <sup>more</sup> careful. <sup>This fire was put to</sup> ~~When they~~ <sup>just like it was some-body's</sup> go to bed every night. Every living coal, every tiny red cinder was pulled ~~to~~ to the middle and <sup>piled</sup> ~~put~~ together, snug and close, and banked over with ashes to sleep, warm and alive. When she used the cover of ashes, <sup>fixed</sup> ~~fixed~~ over them, not a speck of red showed, not a crack was left, not a place where a breath of air could get in ~~and~~ <sup>and</sup> fan them awake.

Fires need sleep the same as people. No use to keep them at work with out any rest unless there is something extra to do, such as heating a kettle of water for sickness or warming a colicky baby's feet. Fires can't talk and make complaint, but everything needs its rest. The sun and the moon and the stars burn strong while they burn, but they spend half their time in bed. <sup>She</sup> ~~When~~ <sup>she</sup> was born <sup>in this same fire's light</sup> ~~in the same little cabin~~. It had been her mother's <sup>fire</sup> ~~same~~ before her and her grand-mother's, and ~~this was the same fire she had~~.

After the old people were dead and gone, <sup>of</sup> she and her husband took charge of things here, for she had a lawful <sup>wedded</sup> ~~husband~~ <sup>that she had helped them</sup> ~~husband~~ raised nine head of children, ~~no wonder she loved it~~, <sup>now</sup> ~~she~~ <sup>and her</sup> ~~was~~ <sup>the only ones left</sup> ~~the only ones left~~ of them all.

<sup>It is a bad thing to out live your people and your times but that was</sup>





Photograph of Tobacco Bidding  
C. 1938





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