Teaching History with Technology: The State of Primary Sources in the Modern World

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A HISTORY OF TEACHING WITH TECHNOLOGY
BRINGING PRIMARY SOURCES TO THE 21ST CENTURY

- **Library of Congress**
  - 1990: *American Memory* CD-ROM Experiment to educators
  - 2000: Over 5 million records connected to *American Memory* and available online
  - 2010: Over 16 million records connected to *American Memory*, however over 100 million yet to be scanned.

- **National Archives**
  - 1997: National Archives Strategic Plan
  - Met Goal in 2000 of over 200,000 key documents

- **Google**
  - 2004: Google Books

- **Harvard Center for the Internet and Society**
  - Berkman Center, Digital Public Library of America


1993: Who Built America CD-ROM Project

Teaching History with Technology, 2008

Create a Poster
Use the assets in your collection to make your own poster. Why not start creating your own poster now!

Create a Movie
You can use the assets in your collection to make a movie. Why not start creating your own movie now!

Create Your Own Pathway Challenge
Making a challenge is easy. Create a series of clues that show relationships between photographs, documents and other records.

http://www.digitalvaults.org
Bring history to life for your students

Build your own interactive activities.

Ready-to-use tools for teaching with documents in the classroom.

Thousands of primary sources selected from the National Archives.

Join the Community
Access and contribute to our growing collection of activities.

Build a Portfolio
Bookmark documents now, create activities later.

Share Activities and Classrooms
Make custom activity sets for various student groups.

Register
Teaching History with Technology, 2010

Choose from thousands of primary sources for use in classroom activities.

Historical Eras
Documents are categorized according to the National History Standards. Learn more about standards.

(1754-1820s) Revolution and the New Nation
(1801-1861) Expansion and Reform
(1865-1877) Civil War and Reconstruction
(1870-1900) The Development of the Industrial United States
(1890-1930) The Emergence of Modern America
(1929-1945) The Great Depression and World War II
(1945 to early 1970s) Postwar United States
(1968 to the present) Contemporary United States

Registered users can bookmark documents by starring them.
Dear Mr. President:

I think it is very important that I should have a talk with you as soon as possible on a highly secret matter.

I mentioned it to you shortly after you took office but have not urged it since on account of the pressure you have been under. It, however, has such a bearing on our present foreign relations and has such an important effect upon all my thinking in this field that I think you ought to know about it without much further delay.

Faithfully yours,

[signature]

April 24, 1945

Dear President Eisenhower,

My name is Sherylbly. I am 5 years old.

My suggestion for the new flag for the 49th state is...

I'm sorry to disturb you.

Shery
Create your own interactive learning activity

Each activity-creation tool helps students develop historical thinking skills and get them thinking like historians. Choose one of the tools below to begin. Then find and insert primary sources and customize the activity to fit your unique students.

**Finding a Sequence**
Present primary sources and challenge students to sequence them based on careful document analysis.

**Focusing on Details**
Showcase an intriguing document or a pair of documents with tools to guide students’ thinking and spark classroom conversations.

**Making Connections**
Present primary sources as a string of documents and help students make connections among these documents and the historical events they illustrate.

**Mapping History**
Link primary sources to locations on a map to practice spatial thinking and understand the impact of geographic factors in history.

**Seeing the Big Picture**
Pair documents concerning an event, concept, or figure with descriptions, questions, or other documents to show that the whole is derived from smaller parts.

**Weighing the Evidence**
Turn primary sources into “Historical evidence that students sort through and evaluate to draw historical conclusions.”

**Interpreting Data**

**Historical Thinking Skills**
DocuTech activity-creation tools were designed to teach historical thinking skills.

Show the best tools for...
WEIGHING THE EVIDENCE

WHAT KIND OF LEADER WAS GENERAL DOUGLAS MACARTHUR?

General Douglas MacArthur's military career spanned five decades. He graduated from West Point Military Academy in 1903 and served in World War I, World War II, and Korea. He was a controversial figure, however, and his military career ended when President Harry S. Truman decided to remove MacArthur from command during the Korean conflict. Closely examine each document. Fill in two different conclusions about MacArthur that someone looking at this evidence might draw. Then organize the evidence by placing the documents on the scale according to which interpretation they support.

Start Activity
WHERE DO WE GO FROM HERE?

THE POSSIBILITIES ARE ENDLESS FOR YOU!

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