A spiral-bound notebook with lined paper is shown on a wooden background. The notebook is open, and the text is written on the right-hand page. The text is in a blue, sans-serif font and is centered on the page. The notebook has a silver spiral binding on the left side. The wooden background has a light brown, vertical grain pattern.

Transforming a Historical Document into an Educator's Dream Document

Difficult Conversations Are Needed

Role of the teacher...

Teachers typically do not have the luxury of time to explore historical repositories in hopes of finding the diamond in the rough or the wow document that will help to convey an enduring theme. They wish they did, but it is not always the case.

Role of the historian...

Historians know what documents are the diamond in the rough or the wow document. They know the documents that will leave students' jaws hanging open or ones that leave students giggling.

Roles meet in the middle...

When a historian can identify documents and provide the needed historical context for the document, teachers can craft these documents into learning experiences or supplement existing lessons.

Historical Context: Just as important as the document

What is it...

Providing educators with the historical background surrounding the creation of the document.

Why is this important...

This allows educators to understand the significance of the document and possibly the connection to a larger state or national issue.

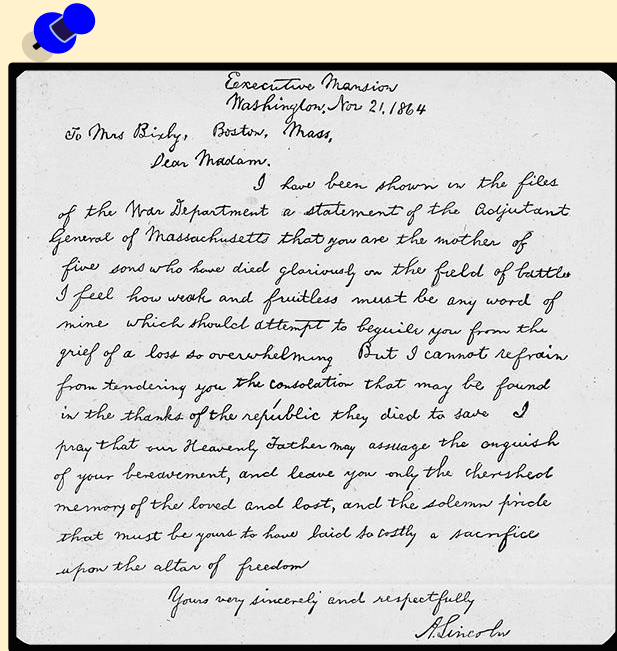
Impact of historical context...

Teachers start to identify how a document might fit into a particular unit or instructional plan.

Time savor...

The hard work is done for a teacher when the historical background of a document is provided. Lesson planning is the easy part:)

What might a document with historical context look like:



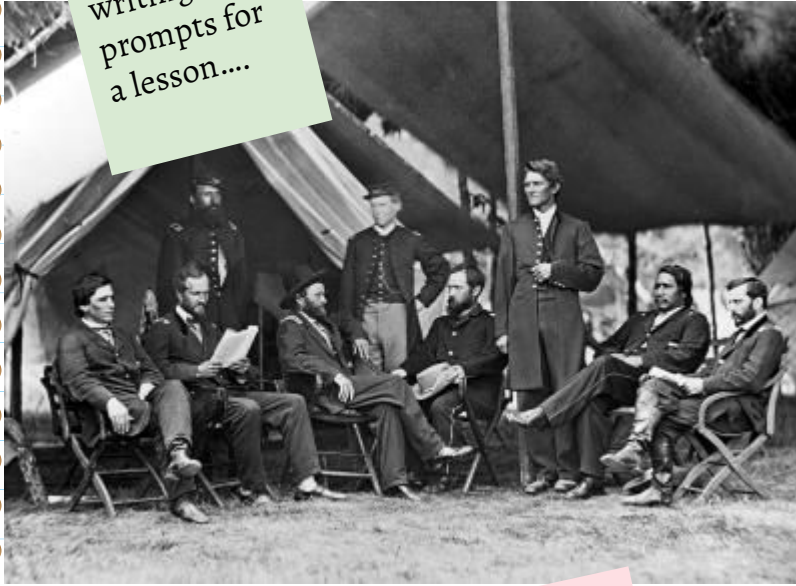
Condolence letter written by President Abraham Lincoln, November 21, 1864 to Mrs. Lydia Bixby. The War Department had informed Lincoln that five of Bixby's sons had died in the Civil War, though only two had actually died in combat. But there's an especial poignancy to the letter because Lincoln had, by this time, lost two sons of his own (Edward in 1850 and Willie in 1862).

Later Legislation...

1942 "sole-survivor policy," later known as Directive 1315.15 Special Separation Policies for Survivorship.

Your mind is reeling with writing prompts for a lesson....

One More Example



You are a Seneca Indian, write a letter to Parker telling him your concerns...

Historical background:

This photograph was taken by Matthew Brady, who became famous for his photographic record of the Civil War. In this photograph, General Ulysses S. Grant (seated third from the left) appears with his military secretary, General Ely Parker, a Tonawanda Seneca sachem (seated second from the right). Upon orders from Grant, Parker drew up the surrender papers that General Robert E. Lee signed at Appomattox. Parker later became the first Native American to be appointed as United States Commissioner of Indian Affairs.

Interesting Note: A Tonawanda Seneca Sachem worked with Grant to draw up surrender papers. Parker finished law school, but because he was a Native American, he was not allowed to take the bar exam.

IDENTIFYING THE "WOW" DOCUMENTS



Find the document that has a surprise piece of information that might motivate students to keep exploring.

Find a document that teaches a historical theme or event.

Find a document that connects local events with national events- Backyard History.

A document that has a surprise piece of information that might motivate students to keep exploring.

NAME OF EVERY PERSON WHO DIED during the year ending Jan 1, 1860, whose usual place of abode at the time of death was in this family.	DESCRIPTION.				PLACE OF BIRTH. (Name the State, Territory, or Country.)	THE MONTH in which the person died.	PROFESSION, OCCUPATION, OR TRADE.	DISEASE OR CAUSE OF DEATH.	
	Age.	Sex.	Color.	Free or slave.					
1	2	3	4	5	6	7	8	9	10
Leah's Parody	70	M			New York	October			Spasms
William S. Hobbins	35	M			New York	March	Wagon Driver		Scarlet Fever
Alice Moore	5	F			New York	May			Sore Throat
Louisa St. Lewis	5	F			New York	May			Sore Throat
Amelia's Drunkard	19	M			New York	May			Consumption
John Wallace	10	M			New York	April			Inflammation of Lungs
Albert W. Osborn	1	M			New York	April			Scarlet Fever
Alfred M. Brewster	5	M			New York	April			Sore Throat
Mrs. J. B. Brewster	15	F			New York	April			Sore Throat
Thomas Lally	2	M			New York	April			Inflammation of Neck
Charles L. Pratt	26	M			New York	April	Practitioner		Rheumatism
John Taylor	76	M			New Jersey	May	Physician		Apoplexy
Elizabeth Hutchinson	5	F			New York	April			Struck
John Jacobs	70	M			New York	May			Inflammation of Lungs
William H. H.	93	F			Conn.	April			Old age
Mary C. H.	70	F			New York	April			Consumption
William H.	57	M			New York	April	Hotel Keeper		Scarlet Fever
Mary H. H.	2	F			New York	Aug			Scarlet Fever
John H. H.	1	F			New York	Aug			Scarlet Fever
Charles H. H.	10	M			New York	May	Practitioner		Consumption
George H. H.	15	M			New York	Aug			Fit
Samuel H. H.	70	M			New York	April			Old age
Jane H. H.	2	F			New York	Aug			Consumption of Lungs
James H. H.	70	M			New York	April			Consumption
Carrie H. H.	1	F			New York	April			Scarlet Fever
Catherine H. H.	101	F			New York	Aug			Old age
Anne H. H.	77	F			New York	April			Consumption
Eliza H. H.	25	F			New York	May			Child Bed
William H. H.	70	M			New York	April			Sore Throat
James H. H.	38	M			New York	May	Day Laborer		Consumption
Charles H. H.	32	M			New York	Aug	Practitioner		Consumption
George H. H.	1	M			New York	Aug			Fitting
George H. H.	70	F			New York	Aug			Fitting
William H. H.	70	F			New York	March			Scarlet Fever

1860 Lansingburgh Death Census

How many people died of sore throat? Why?

How many people died of consumption? What is it?

What was life like in 1860?

Find a document that teaches a historical theme or event.

What theme or topic would you teach using this document?

Time Card.

Fruit and Produce Dealers.

N. June 26, 1911

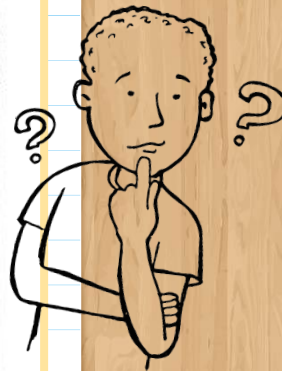
Mrs. Jennie Hackenrath

Price, cts. for one hour.

5	Monday	1 1/2
5	Tuesday	1 1/2
5	Wednesday	1 1/2
5	Thursday	2 1/2
5	Friday	1 1/2
5	Saturday	1 1/2
10	Monday	2 1/2
5	Tuesday	2 1/2
5	Wednesday	2 1/2
5 10	Thursday	2 1/2
5 10	Friday	2 1/2
5 10	Saturday	2 1/2

Total hours 166 @ cts = 16.60

Time card showing hours worked for two weeks by a woman at a fruit cannery. The first week the hours are:
Monday----15 hrs. Thursday----19 hrs.
Tuesday----20 " Friday-----21-1/2"
Wednesday--21 " Saturday----21 "
Total for week 117 1/2 hours.
She got for this work 10 cents per hour.



A document that connects local events with national events.

Due to the need for supplies overseas, during WWII rationing was necessary. This included gasoline, metals, rubber, and food items.

<p>Week of January 4, 1943 Subject to change by the Cafeteria Manager</p>		
<u>Monday</u>		
Tomato, prune, grapefruit juices	.05	<u>Special</u> .18
Chicken noodle, beef broth soups	.05	Noodle, tomato, cheese
Cabbage, cottage cheese, peach half salads	.05	casserole
Peanut butter, jam, sliced cheese sand.	.05	Spinach
Noodle, tomato, cheese casserole	.10	Bread, milk
Whole wheat, white bread	.02	
Milk	.03	
Dessert - Ice cream, apple, mince pie	.05	
<u>Tuesday</u>		
Tomato, prune, grapefruit juices	.05	<u>Special</u> .18
Vegetable soup	.05	Baked potato
Cottage cheese, grapefruit, peach salads	.05	Buttered carrots
Peanut butter, jam, egg salad, cheese sand.	.05	Cabbage salad
Baked potato and butter	.05	Slice of cheese
Whole wheat, white bread	.02	Bread, milk
Milk	.03	
Dessert - Ice cream, apple, lemon pie	.05	
<u>Wednesday</u>		
Apple, prune, tomato juices	.05	<u>Special</u> .18
Tomato, chicken noodle soup	.05	Spanish casserole
Cranberry, grapefruit, gelatin salads	.05	Corn and Lima beans
Minced ham, peanut butter, jam sandwiches	.10	Bread, milk
Spanish casserole	.02	
Raisin, whole wheat, white bread	.03	
Milk	.03	
Dessert - ice cream, berry, chocolate pie	.05	
<u>Thursday</u>		
Apple, prune juices	.05	<u>Special</u> .18
Vegetable, beef broth	.05	Mexican casserole
Gelatin, spring, peach half salads	.05	Fresh beets
Lettuce, peanut butter, sliced cheese sand.	.05	Roll, milk
Mexican casserole	.02	
Roll, whole wheat, white bread	.02	
Milk	.03	
Dessert - Ice cream, apple pie	.05	
<u>Friday</u>		
Apple, prune juices	.05	<u>Special</u> .18
Chicken noodle, beef broth soups	.05	Scalloped potatoes
Spring salad, cottage cheese, waldorf salads	.05	Acorn squash
Egg salad, peanut butter, sliced cheese sand.	.05	Slice of cheese
Scalloped potatoes	.10	Jelly
Whole wheat, white bread	.02	Bread, milk
Milk	.03	
Dessert - Ice cream, apple, mince pie	.05	
<p>Because of the ICE CREAM SHORTAGE, you are requested to purchase only one delight and not to have pie à la mode.</p> <p>The SHORTAGE of all food stuffs makes it necessary to alter many menus. Please do not ask and expect the impossible.</p>		

Courtesy Vestal Central School District

Vestal School cafeteria had to deal with food rations and shortages

How many people died of sore throat? Why?

How many people died of consumption? What is it?

What evidence of WWII rationing is evident in primary sources such as a cafeteria menu?

**Time For
Breakout
Rooms**

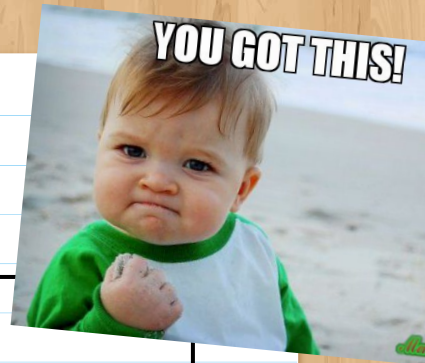
Discuss with group
the different types
of documents you
might consider
“WOW” documents
you have in your
holdings!



**Go
Ahead
Brag A
Little**

Your Turn To Give It A Try...

1. Identify one document from your holdings that might be a “WOW” document.
2. Craft important historical background information for the teacher, we will call it Historical Context
Remember this information :
 - Motivates teacher and student
 - Allows teacher to easily infuse doc into lesson
 - Provides connections to national issues
3. Submit sample according to instructor’s instructions



Your Turn....

**Go to breakout rooms and
work with your group to ...**

**Share Your
Document
And
Historical Context**

Putting it All Together...

Remember, the goal is to make incorporating documents:

- Effortless,
- Desired,
- Applicable to content requirements.