



Analyzing Primary Source Manuscripts

Workshop B6

Prerequisite Tools and Skills

- Personal Computer (Windows or Macintosh) with Internet connectivity
- Familiarity with Internet browsing and searching using common web-browsers such as Microsoft Internet Explorer or Netscape Navigator
- Basic web browsing skills
- Ability to open and save files
- Right and Left click functions on the mouse
- URL (Uniform Resource Locator) familiarity
- Word processing software familiarity
- Ability to upload and download email attachments as well as files from the Web
- Video capabilities—recommended 256 MB RAM
- Latest version of Apple QuickTime
<http://www.apple.com/quicktime/download/> or Microsoft Windows Media Player
<http://www.microsoft.com/windows/windowsmedia/>
- Latest version of Adobe Reader
<http://www.adobe.com/products/acrobat/readstep2.html>

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Homework Activities

(Required for CEU credit)

- Analyze a manuscript or book from your Primary Source Asset List and decide on how you will use this source in your classroom.

Activities

Annotated Resource List

- James Agee and Walker Evans. *Let Us Now Praise Famous Men*. Boston, Houghton, 1939.
- Dick Arentz. *The Grand Tour*. Tucson: Nazraeli Press, 1998.
- Jacques Barzun and Henry F. Graff, *The Modern Researcher*. Fifth Edition. Fort Worth: Harcourt, Brace, Jovanovich, 1992. ISBN: 0-15-562513-6.
- Ken Bell. *Not In Vain*. Toronto: University of Toronto Press, 1973.
- James West Davidson and Mark Hamilton Lytle, *After The Fact: The Art of Historical Detection*. Fourth Edition. Boston: McGraw-Hill, 2000. ISBN: 0-07-229426-4.
- James Farris. *Navajo and Photography*. Albuquerque: University of New Mexico, 1996.
- Kristine Feichtinger, *Oral History In The Classroom. A Guidebook*. Chicago: Illinois Labor History Society, 1976.
- David Fontana, *The Secret Language of Symbols: A Visual Key to Symbols and Their Meanings*. San Francisco: Chronicle Books, 1994. ISBN: 0-8118-0462-3.
- Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*. Third Edition. Boston: Pearson Publishing, 2003. ISBN: 0-536-72820-8.
- Robert M. Levine. *Insights into American History: Photographs As Documents*. New Jersey: Pearson/Prentice-Hall, 2004. ISBN:
- Joseph R. Mitchell and Helen Buss Mitchell, *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*. Second Edition. Boston: Dushkin/McGraw Hill, 2000. ISBN: 0-07-303195-X.
- Neil R. Stout, *Getting The Most Out of Your U.S. History Course: The History Student's Vade Mecum*. Third Edition. Lexington, MA: D.C. Heath, 1996. ISBN: 0-669-39839-X.
- Mary Panzer. *Mathew Brady and the Images of History*. Washington: Smithsonian, 1997.

RESOURCES

- *We Interrupt This Broadcast: The Events That Stopped Our Lives From the Hindenburg Explosion to the Attacks of September 11*. Joe Garner; forward by Walter Cronkite; narrated by Bill Kurtis. Naperville, Illinois: Sourcebooks, 2002. ISBN: 1-57-071974-8.
- Stephen Spender. *Europe In Photographs*. London: Thames and Hudson, 1951.
- William Strunk, Jr. and E.B. White, *The Elements of Style*. Third Edition. New York: Macmillan, 1979. ISBN: 0-02-418190-0.
- William L. Virden and Mary G. Borg, *Go to the Source: Discovering 20th Century U.S. History Through Colorado Documents*. Fort Collins, CO: Cottonwood Press, Inc., 2000. ISBN: 1-877673-44-7.

RESOURCES

Class Preparation Checklist

Workshop B6 – Analyzing Primary Source Manuscripts

Required:

- First Draft of the Declaration of Independence:
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.d&recNum=544>

- Final version of the Declaration of Independence:
<http://www.archives.gov/national-archives-experience/charters/declaration.html>
- Present-day translation of the Declaration of Independence:
[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc02101\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101)))

Optional:

- The additional suggested readings listed in the Resources section of this syllabus.

Checklist

Overview

Analyzing Primary Source Manuscripts

Participants will review three versions of the Declaration of Independence and discuss the evolution of an important manuscript. Then participants will identify difficult words and attach meaning. Finally, Lesson Two allows participants to analyze a personal document and determine what information is the most important to keep.

Objectives

At the end of this workshop, participants will be able to—

- Interpret the evolution of the Declaration of Independence as the founding document of the United States.
- Compare and connect difficult words to the meaning of the words.
- Discover the most important information in a manuscript of book.

Overview

NOTES:

Lesson 1 • Analyzing Manuscripts and Books for Classroom Use

In Lesson One, participants will review three versions of the Declaration of Independence to discuss the evolution of an important manuscript. Then participants will identify difficult words and attach meaning.

Chief Sources

1. First Draft of the Declaration of Independence:
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=544>
2. Final version of the Declaration of Independence:
<http://www.archives.gov/national-archives-experience/charters/declaration.html>
3. Present-day translation of the Declaration of Independence:
[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc02101\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101)))

Activity 1-1 • The Evolution of a Manuscript

Objective: Participants will –

- Interpret the evolution of the Declaration of Independence as the founding document of the United States.
1. Review all three versions of the Declaration of Independence.
 2. Write down any observations before the following discussion begins. Focus the observations by using the Written Document Analysis Worksheet found here:
http://www.archives.gov/education/lessons/worksheet/written_document_analysis_worksheet.pdf
 - Focus the observations on your understanding of the document before reading, after reading, and in regards to the changes made between versions.
 3. Discuss your observations from the analysis worksheet with the group.

Suggested questions to ask yourself: *Who recommended the changes in the first draft? How many drafts were made before the final draft? If I were to outline the Declaration of Independence, how would I do it?*