



Our Nation

Studies Weekly

AMERICAN FOUNDATIONS



Types of Sources

Historians study many types of sources to unlock the mysteries of the past. Written sources are the most common type of sources used by historians. These sources provide written evidence about specific events, time periods, and people throughout history. Written sources include books, newspaper articles, journals, letters, and important documents.

Historians also use visual sources. These include maps, photographs, paintings, and videos. Historians use these sources to study events and learn more about the past. Additionally, they analyze oral histories to learn more about events and people. **Oral histories** are interviews, recorded

on audio or video, with someone who experienced an event in the past.

Historians use artifacts to understand the past. **Artifacts** are human-made objects that help us learn about past civilizations and how they developed. They can also be ordinary objects used in the past by people working or interacting with others. Artifacts help us understand what people's lives were like. Artifacts can include tools, pottery, artwork, clothing, and jewelry. Historians work with archaeologists to determine the purpose of different artifacts. **Archaeologists** are scientists who excavate and study items left behind by people throughout history.

ESSENTIAL QUESTION

Why are multiple perspectives of an event important?

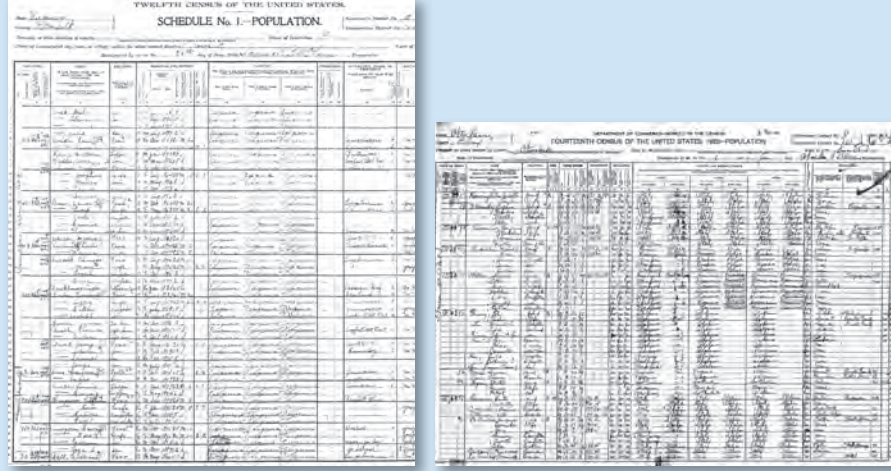
Primary Sources

Primary sources are created by people who saw or experienced something. Primary sources are usually created around the time of an important historical event. They include historical and legal documents. They also include books,

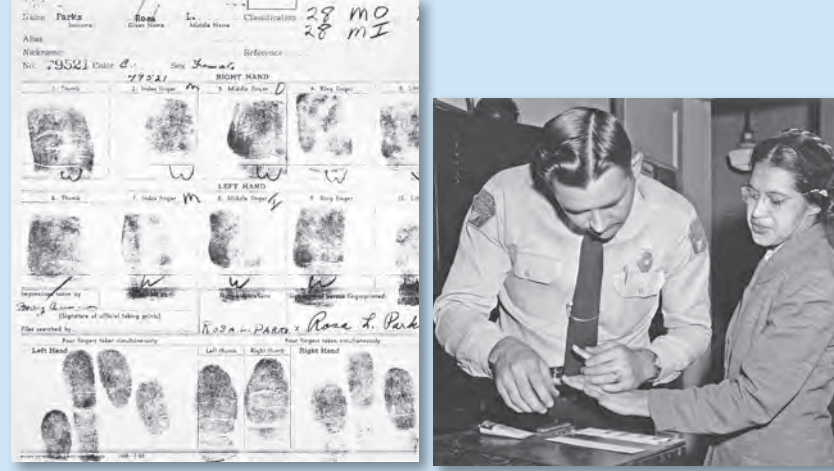
newspaper articles, letters, diaries, photographs, maps, drawings, and census data.

Something is a primary source only if it was created by someone who was present at an event or lived during the time period

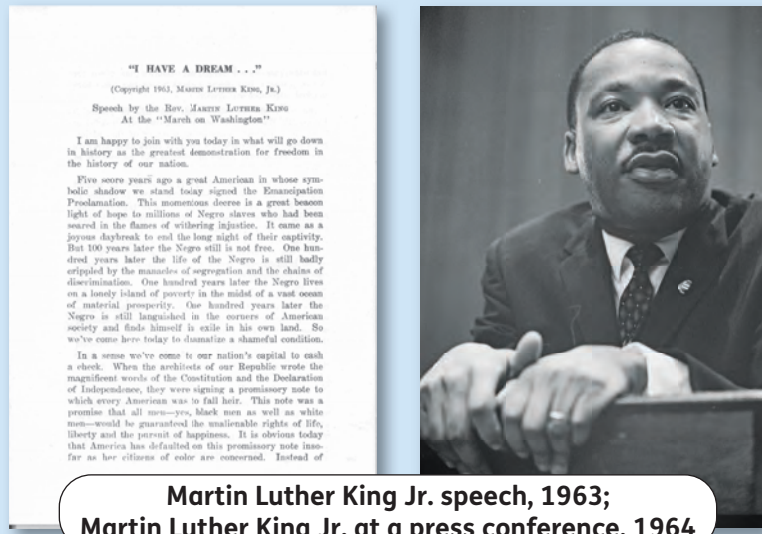
you are studying. Interviewing a parent, grandparent, or teacher about their own life can be a primary source. Analyzing and studying primary sources helps us make connections between past, present, and future events.



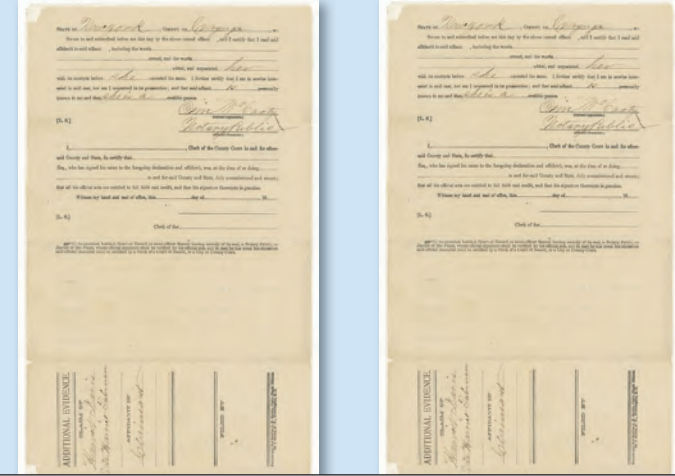
Pages from the 1920 United States Federal Census



Fingerprint card of Rosa Parks, made after her arrest on December 1, 1955. National Archives and Records Administration



Martin Luther King Jr. speech, 1963; Martin Luther King Jr. at a press conference, 1964



Claim of Harriet Tubman Davis, 1898, regarding payment for services rendered during the Civil War

Multiple Perspectives

When we see or read something, it's important to identify if it is fact or opinion. A **fact** is something that can be proven true through evidence. An **opinion** is a statement that expresses someone's feelings or beliefs.

Everyone brings a unique perspective. Experiences and events

may be interpreted differently by people with different cultural or individual perspectives. It's important to understand the perspectives of others. When we look at multiple perspectives, we can have a deeper understanding of what happened in the past. This helps us create the most accurate analysis of

people and events in history. When we study historical sources, it's important to be aware of multiple perspectives. Historians look for bias in sources. **Bias** means favoring one belief or opinion over others. Historians look for bias to separate the true meaning of the information from the author's perspective.

Pro-Equal Rights Amendment Perspective: Equal Rights for Women



U.S. Representative Martha W. Griffiths championed the ERA.

Anti-Equal Rights Amendment Perspective:



Phyllis Schlafly, a conservative activist, organized opposition to the ERA.



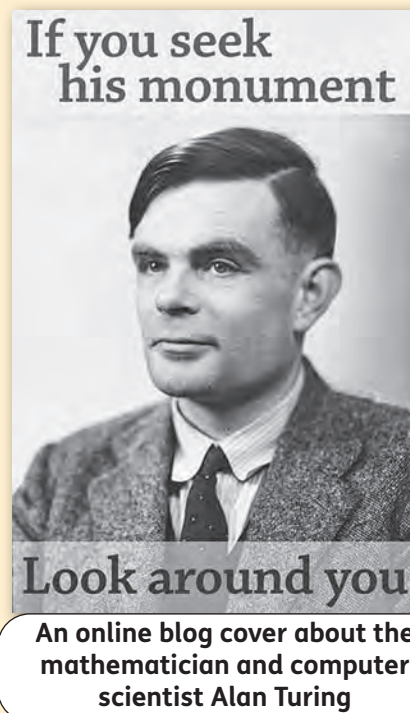
National Women's Party picketing the White House

Secondary Sources

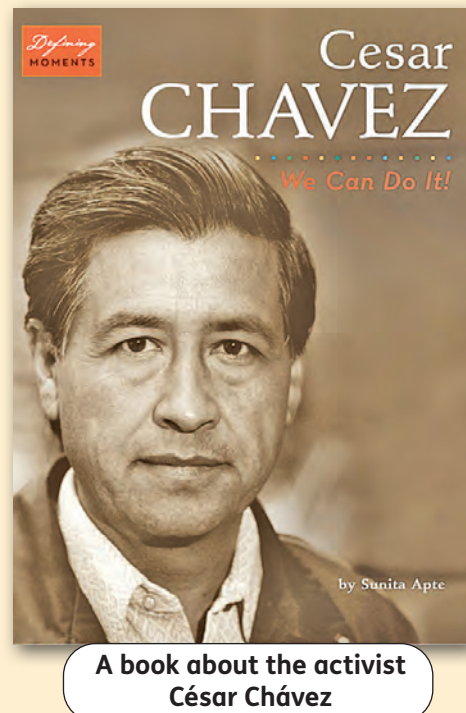
Secondary sources are made by people who didn't see or experience the event. These are usually created by people who have studied primary sources and then provide

their interpretation. Secondary sources are textbooks, biographies, magazine articles, book reviews, encyclopedias, and documentaries. If you write a story about your

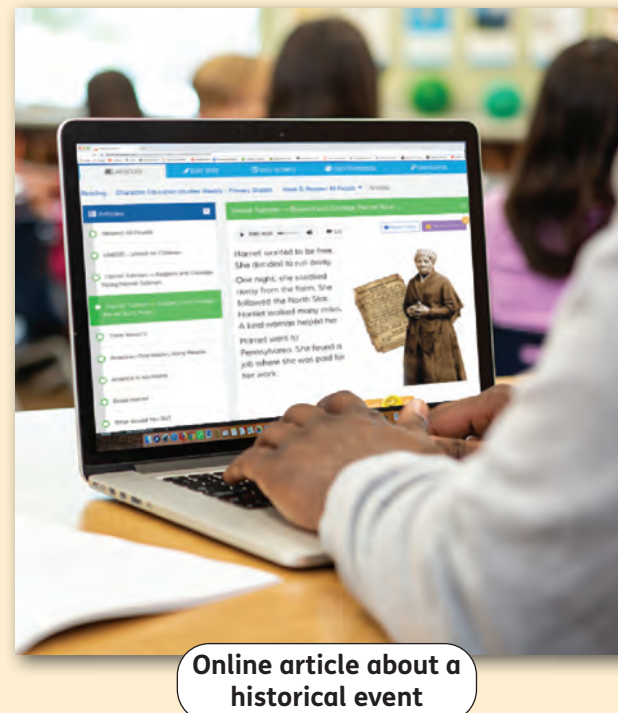
vacation, it is a primary source. You were there and experienced the vacation. If someone interviews you and writes about your vacation, their story is a secondary source.



An online blog cover about the mathematician and computer scientist Alan Turing



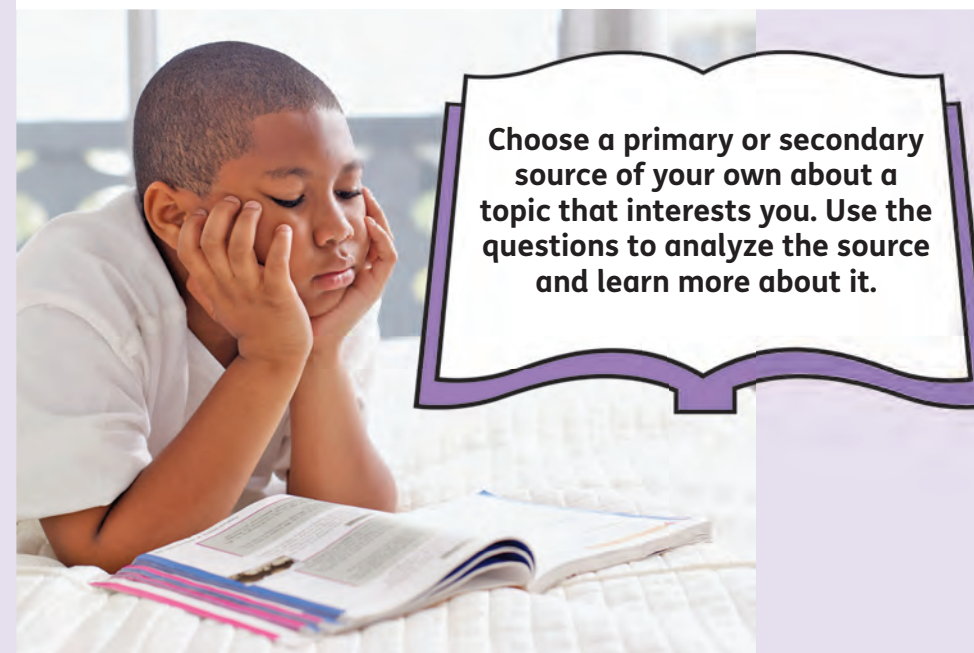
A book about the activist César Chávez



Online article about a historical event

How Do We Examine Sources?

Historians analyze sources to answer questions about the past. When we analyze something, it means that we study it carefully. To analyze sources, we investigate them. We want to know about the author or creator, the purpose, and the format. This will help us to be confident in the source.



Choose a primary or secondary source of your own about a topic that interests you. Use the questions to analyze the source and learn more about it.

AUTHOR/CREATOR



- Who is the author or who made the source?
- What was their role in the event or situation?
- Are they a primary source or a secondary source?

PURPOSE



- When was the source created?
- Why was the source made?
- Was the source made around the time of the event or much later?
- Is the source trying to persuade, inform, or entertain?

FORMAT



- How was the source created?
- What was it made of?

Name _____

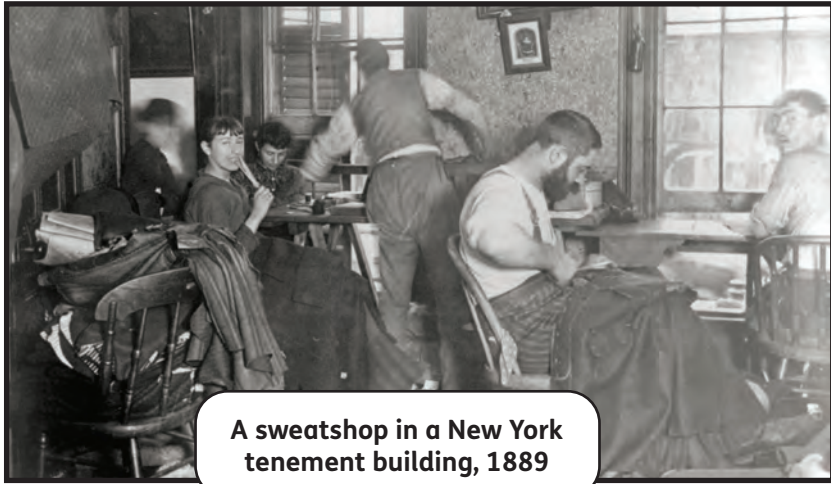
Analyzing Primary Sources

The Industrial Revolution was a time of great change throughout the world. The Industrial Revolution introduced assembly lines and machines that made production easier. It began in England around 1760 and spread to the United States in the early 1800s. During this time, many people went from living and working on farms to living in cities and working in factories. Men, women, and children worked in factories to support their families. How did life change for people during the Industrial Revolution? How were their lives different from people's lives today? Analyze the primary sources below to find evidence about life during the Industrial Revolution.



Life of Men During the Industrial Revolution

Many men looked for new economic opportunities during the Industrial Revolution. They moved from rural farm areas to urban cities to work in factories. Those who found work felt lucky to have a job. What evidence can you gather from the photograph about the lives of industrial workers? What were their working conditions like?



A sweatshop in a New York tenement building, 1889



Life of Women During the Industrial Revolution

The following source is an excerpt from *Loom and Spindle: Life Among the Early Mill Girls* (1898), the autobiography of Harriet Hanson Robinson. She was a female textile mill worker in Lowell, Massachusetts, from 1834 to 1848. Harriet worked in the Lowell mills from the age of nine until she turned 23.

What can you learn about the lives of women during the Industrial Revolution from this source? What was factory work like? Do you think the workers were happy?

The early mill girls were of different ages. Some were not over ten years old; a few were in middle life, but the majority were between the ages of sixteen and twenty five. The very young girls were called "doffers." They "doffed," or took off, the full bobbins from the spinning frames, and replaced them with empty ones. These mites[young girls] worked about fifteen minutes every hour and the rest of the time was their own.

When the overseer was kind they were allowed to read, knit, or go outside the millyard to play. They were paid two dollars a week. The working hours of all the girls extended from five o'clock in the morning until seven in the evening, with one half hour each, for



2 young mill workers from Lowell, Massachusetts, 1870

breakfast and dinner. Even the doffers were forced to be on duty nearly fourteen hours a day.

The most prevailing incentive to labor was to secure the means of education for some male member of the family. To make a gentleman of a brother or a son, to give him a college education, was the dominant thought in the minds of a great many of the better class of mill girls. I have known more than one to give every cent of her wages, month after month, to her brother, that he might get the education necessary to enter some profession. I have known a mother to work years in this way for her boy. I have known women to educate young men by their earnings, who were not sons or relatives. There are many men now living who were helped to an education by the wages of the early mill girls.



Life of Children During the Industrial Revolution

Examine the primary source. What do you notice about the children in the photograph? What do you think their lives were like?

How are people's lives different today? Think about your life and the life of your family. Compare it to the evidence you collected from the primary source documents. Write a paragraph discussing how your life is different from the lives of people who lived and worked during the Industrial Revolution.



Breaker Boys, Woodward Coal Mines, Kingston, Pennsylvania, 1900

